

AD757 760

LIBRARY
TECHNICAL REPORT SECTION
NAVY POSTGRADUATE SCHOOL
MONTEREY, CALIFORNIA 93940

Center for Naval Analyses

an affiliate of the University of Rochester

Research Contribution 223

Development of the Navy Human Relations Questionnaire

Institute of Naval Studies

APPROVED FOR PUBLIC RELEASE;
DISTRIBUTION UNLIMITED.

02 022300.00

Unclassified

Security Classification

DOCUMENT CONTROL DATA - R & D

Security classification of title, body of abstract and indexing annotation must be entered when the overall report is classified

1. ORIGINATING ACTIVITY (Corporate author) Center for Naval Analyses		2a. REPORT SECURITY CLASSIFICATION Unclassified	
		2b. GROUP	
3. REPORT TITLE Development of the Navy Human Relations Questionnaire			
4. DESCRIPTIVE NOTES (Type of report and inclusive dates) Racial attitude survey results			
5. AUTHOR(S) (First name, middle initial, last name) Peter H. Stoloff, Robert F. Lockman, Albert S. Allbritton, U. S. N. and Harold H. McKinley, LCdr., U. S. N.			
6. REPORT DATE October 1972		7a. TOTAL NO. OF PAGES 70	7b. NO. OF REFS 9
8a. CONTRACT OR GRANT NO. N00014-68-A-0091		9a. ORIGINATOR'S REPORT NUMBER(S) CRC 223	
b. PROJECT NO.			
c.		9b. OTHER REPORT NO(S) (Any other numbers that may be assigned this report) -----	
d.			
10. DISTRIBUTION STATEMENT Approved for public release; distribution unlimited.			
11. SUPPLEMENTARY NOTES -----		12. SPONSORING MILITARY ACTIVITY Office of Naval Research Department of the Navy Washington, D. C. 20350	
13. ABSTRACT A questionnaire containing a wide variety of items was designed and used to evaluate racial attitudes in the Navy. It measures three major kinds of attitudes called Racial Generalizations, Navy Climate, and Perceived Discrimination. Differences in attitudes between blacks and whites and officers and enlisted men are reported.			

14 KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
Naval personnel sociology sociometrics human relations questionnaire racial discrimination psychology (individual and group behavior) racial attitudes						

1401 Wilson Boulevard

Arlington, Virginia 22209

703/524-9400

An Equal Opportunity Employer

**Center
for
Naval
Analyses**

*an affiliate of the
University of Rochester*

(CNA) 402-73

5 Mar 1973

MEMORANDUM FOR DISTRIBUTION LIST

Subj: Center for Naval Analyses Research Contribution 223;
forwarding of

Encl: (1) CRC 223, "Development of the Navy Human Relations
Questionnaire," Peter H. Stoloff, Robert F. Lockman,
Albert S. Allbritton, U.S.N., and Harold H. McKinley,
LCdr., U.S.N., INS, October 1972

1. Enclosure (1) is forwarded as a matter of possible interest. Two of the authors are of a select number of naval officers and enlisted men with advanced degrees who, through a unique contract provision, are assigned to CNA for a normal tour of shore duty to participate in the Navy Study Program.

2. This research contribution should be of particular interest to those who are concerned with comparing racial attitudes in different organizations and assessing the effects of human relations training upon racial attitudes.

3. Research Contributions are distributed for their potential value in other studies and analyses. They have not been reviewed in detail and do not necessarily represent the opinion of the Department of the Navy.

4. The enclosure is approved for public release.

Herschel Kanter

HERSCHEL E. KANTER

Director

Institute of Naval Studies

Distribution List:

Reverse page

5 Mar 1973

Subj: Center for Naval Analyses Research Contribution 223;
forwarding of

DISTRIBUTION LIST

CINCPACFLT	COMCARDIV 1
CINCLANTFLT	COMCARDIV 2
CINCUSNAVEUR	COMCARDIV 3
COMSECONDFLT	COMCARDIV 4
COMTHIRDFLT	COMCARDIV 5
COMSIXTHFLT	COMCARDIV 6
COMSEVENTHFLT	COMCARDIV 7

Secretary of the Navy
Ass't Secretary of the Navy (Manpower & Reserve Affairs)
Chief of Naval Research
Office of Naval Research (Code 452) (4 copies)
Chief of Naval Personnel
Bureau of Naval Personnel (PERS P; PERS Pcl(2 copies); PERS A3)
Secretary, Joint Chiefs of Staff
Navy Medical Research Institute
Navy Personnel Program Support Activity
Navy Personnel & Training Research Laboratory
Navy Personnel Research & Development Laboratory
Navy Medical Neuropsychiatric Research Unit
U.S. Naval Academy
Naval Postgraduate School
Naval War College
Commandant Marine Corps
Marine Corps Institute
Marine Corps Development & Education Command
Office of Manpower Utilization, Hq Marine Corps (AO1H)
Defense Documentation Center (12 copies)
Dept of the Army (Attn: Adj Gen'l) (6 copies)
Dept of the Air Force (Attn: PDO 4008) (9 copies)
Center for Research in Social Systems
Insititute for Defense Analyses
Human Resource Research Organization
The RAND Corporation
Systems Development Corporation
Human Sciences Research, Inc.
University of Rochester (2 copies)

5 Mar 1973

Subj: Center for Naval Analyses Research Contribution 223;
forwarding of

DISTRIBUTION LIST (Cont'd)

Offices of the Chief of Naval Operations:

Op-00	Op-01 (3 copies)
Op-00K	Op-03
Op-09BH	Op-04
Op-96	Op-05
Op-099	Op-06

CENTER FOR NAVAL ANALYSES

**Institute of Naval Studies
Research Contribution 223**

**DEVELOPMENT OF THE NAVY HUMAN
RELATIONS QUESTIONNAIRE**

October 1972

**Peter H. Stoloff
Robert F. Lockman
Albert S. Allbritton, U.S.N.
Harold H. McKinley, Jr., LCdr., U.S.N.**

**This Research Contribution does not necessarily represent
the opinion of the Department of the Navy.**

Work conducted under contract N00014-68-A-0091

Enclosure (1) to (CNA)402-73 dated 5 March 1973

**APPROVED FOR PUBLIC RELEASE;
DISTRIBUTION UNLIMITED.**

ABSTRACT

A questionnaire containing a wide variety of items was designed and used to evaluate racial attitudes in the Navy. It measures three major kinds of attitudes called Racial Generalizations, Navy Climate, and Perceived Discrimination. Differences in attitudes between blacks and whites and officers and enlisted men are reported.

TABLE OF CONTENTS

	Page
Synopsis	v
Development of the Navy human relations questionnaire	1
Introduction	1
Questionnaire revision	1
Field administration	2
Questionnaire scoring and content	3
Preliminary quantification	3
Determining item groups	3
Creating variables	6
Factor analysis	6
Item composites	7
Results	9
Major variables	9
Correlates of major variables	18
Correlates of age	19
Black-white comparisons	19
Summary	20
Epilogue	21
References	24
Appendix A - Navy questionnaire	A-1
Appendix B - Item list	B-1
Appendix C - Composite descriptive statistics	C-1
Appendix D - Correlates of major variables	D-1
Appendix E - List of items deleted from original questionnaire	E-1

SYNOPSIS

PROBLEM

We were asked to develop for the Navy Human Relations Program a technique that could be used to measure racial attitudes in different commands and evaluate the effects of human relations training. A 300 item questionnaire devised for evaluating a Marine Corps race relations training program was judged to be worth adapting for Navy use. By analyzing responses to the questionnaire, we sought to identify the various attitudes it measures, their relationships, and ultimately differences in attitudes between groups such as blacks and whites.

SUBJECTS

The people to whom the questionnaire was administered were stationed at bases and on ships on both coasts, at the Great Lakes Naval Training Center, and at the Naval War College. Approximately 940 white and 170 black enlisted men and 300 officers completed all of the items.

PROCEDURE

Item alternatives were scaled to produce metric properties that would allow computation of parametric statistics. High values were assigned to alternatives indicating unbiased, non-prejudiced, and positive attitudes; low values, to biased, prejudiced, and negatively-toned alternatives.

Rather than attempt to analyze 300 items simultaneously, we sorted them into 17 logical groups:

1. Background
2. Attitudes toward race, discrimination, and conditions in the Navy
3. Objections to members of various racial groups as members of the respondent's family by marriage
4. Personal goals
5. Prejudice effects
6. Changes in attitudes observed in the Navy
7. Preferences for leaders and for integrated or segregated neighborhoods
8. Black historical facts
9. Ranks helpful in personal matters
10. Free time spent with whites, blacks, or members of other minority groups
11. Unfair treatment
12. Fights seen during the past month
13. Why non-whites cluster together in groups
14. Recommendations for improving conditions in the Navy

15. Whether or not prejudice bothered the respondent a great deal
16. Reactions toward blacks or whites
17. Concepts, a variant of the semantic differential

Item intercorrelations were calculated within each group of items, the largest group being the 111 statements about race, discrimination, and conditions in the Navy. The variance associated with differences in responses of the racial groups was partitioned from the combined correlation matrix; this equally weights the responses of the different groups regardless of the number of observations per group. Examination of the combined correlation matrix before and after partitioning revealed only small changes in the coefficients and few sign changes. Next, the adjusted intercorrelation matrix was factor analyzed.

The same partitioning and factor analysis techniques were applied to the correlation matrices for other groups of items, except that Background items were not factored. Similar minimal differences were observed. Twenty-four composites were formed from the 16 factor analyses. Composite scores were computed by summing the scores for items that loaded (correlated) at least .40 on a factor. This amounts to unit weighting the items by their standard deviations, which in most cases were very similar for the items within each factor.

RESULTS

Three major composites emerged from the factor analyses of the correlations among the 111 statements about race, discrimination, and conditions in the Navy. Coefficient alpha for all three was about .90.

The first composite includes 21 items that deal with opinions about the behavior of non-whites, such as "Non-whites don't feel they have to follow the rules as much as whites." Since they are primarily generalizations about non-whites in society at large as well as in the Navy, we named the composite Racial Generalizations. People who agree with the statements subscribe to negative or stereotyped conceptions of the behavior of non-whites.

The second composite consists of six statements about the accomplishments and promise of the Navy in solving racial problems, such as "The Navy is firmly committed to the principle of equal opportunity," and three statements about the Navy's concern for its members, such as "Most officers try to be helpful with personal matters." Since this composite measures attitudes about the racial and leadership atmosphere in the Navy, we named it Navy Climate. Those who agree with the statements think highly of the Navy's image.

The third composite contains 13 items, most of which deal with the treatment accorded non-whites in the daily operation of the Navy, such as "Non-whites get more than their share of dirty details." We named this composite Perceived Discrimination. Those who subscribe to the statements express a belief that non-whites are subject to discrimination and injustice in the Navy and that the Navy should do something about it.

Since composites were formed from only those items that correlated highly with each factor and a unit weighting procedure was used to form them, they no longer are necessarily independent or uncorrelated. Therefore, we computed the intercorrelations among the three composites. There was a moderate relationship ($r = .34$) only between Racial Generalizations and Perceived Discrimination: those who do not generalize perceive that non-whites are subject to discrimination.

On Racial Generalizations, black enlisted men score highest, meaning that they are the least likely to use racial generalizations (about non-whites) - which is rather obvious. White enlisted men, on the other hand, score lowest, which means that they subscribe more to racial generalizations and stereotyped ideas. Officers' scores fall in between those of the black and white enlisted men.

On Navy Climate, both white and black enlisted men have about the same distribution, ranging over the entire scale. The officers, however, range from a moderately good to an outstanding perception of Navy Climate, and their lowest scores exceed the averages of the black and white enlisted men.

On Perceived Discrimination, the blacks clearly have the highest scores, that is, they perceive the most discrimination. The white enlisted men and officers have low scores with nearly identical distributions. In fact, most of the scores of the white enlisted men and officers are below the average score of the black enlisted men.

Next, we looked at the relationships of other items and composites in the questionnaire with Racial Generalizations, Navy Climate, and Perceived Discrimination. An item that advocates improving racial relations by greater association between the whites and non-whites correlates .50 with Racial Generalizations for white enlisted men: those who believe that more association will improve race relations do not use racial generalizations.

The semantic differential concept of "U.S. Navy" correlates positively with Navy Climate for both black and white enlisted men: those who have a favorable opinion of the Navy also have a good perception of the Navy Climate.

An item stating that racial problems could be reduced by greater association between the races correlates .40 with Perceived Discrimination for white enlisted men. The semantic differential concept of "Confederate Flag" correlates $-.40$ with Perceived Discrimination for black enlisted men: those who dislike the Confederate Flag believe that there is discrimination in the Navy.

Racial Generalizations correlates .40 with an Attitude Change item for white enlisted men: those who do not use racial generalization report a positive attitude change towards other races and groups. "I think racial relations on the base are improving" correlates .45 with positive Attitude Change for black enlisted men.

Since attitudes may in part be a function of age, we looked at the correlations between age and the other variables. Although the median ages of the whites and blacks were similar (21 or 22 years), only 25 percent of the whites were older than 24, while 25 percent of the blacks were older than 34. Consequently, older men are represented in greater proportion among the blacks. In general, older men had higher scores on variables which

represent satisfaction with the Navy status quo, including the Navy Climate factor (.35 for whites, .52 for blacks) and dissatisfaction with symbols of black militancy - particularly in the case of the older black enlisted men. However, age did not correlate with Racial Generalizations and Perceived Discrimination.

Subsequent use of the revised questionnaire on 1500 white and 1000 black Army enlisted men who were carefully sampled world-wide produced remarkably the same three attitude factors and percentage distributions found in our Navy sample.

CONCLUSIONS

Three attitude factors called Racial Generalizations, Navy Climate, and Perceived Discrimination were reliably measured by general statements concerning race, discrimination, and conditions in the Navy in a questionnaire administered to white and black enlisted men and officers. The three factors correlated with other explanatory items and composites in the questionnaire. The revised questionnaire can be used to evaluate racial attitudes in different commands and to assess the effects of human relations training.

DEVELOPMENT OF THE NAVY HUMAN RELATIONS QUESTIONNAIRE

INTRODUCTION

The Navy has established a race relations program to promote equal opportunity and reduce prejudice and discrimination. Since prejudiced individuals are more likely to engage in discrimination than individuals who are not prejudiced (Berelson and Steiner, 1964), the race relations program seeks to identify the attitudes of racial groups toward one another and then provide human relations training to change negative attitudes.

In July 1971, the Assistant Chief of Naval Personnel for Personal Affairs (PERS-P) asked us to develop a technique for measuring the racial attitudes of Navy personnel. Such a technique could be useful in assessing attitudes of recruits and officer candidates preparatory to conducting human relations briefings. It could be useful to sea and shore commanders for better understanding of the racial attitudes of their personnel. Finally, it could be used before and after human relations training to evaluate the effects of training.

We looked for techniques that were being used or considered by other branches of the Armed Forces to assess racial attitudes (DDC, 1972) and found a questionnaire that had been devised by the American Institutes for Research (AIR) for evaluating a Marine Corps race relations training program. Since the AIR questionnaire had been prepared under contract, it was available to the Navy.

We know that attitudes measured by questionnaires usually do not correlate highly with behavior pertaining to the attitudes. This does not, however, mean that reported attitudes are invalid. In many instances, they may be more predictive of behavior than what people may feel in any deeper sense. In any case, the evidence concerning the validity of different approaches to attitude measurement clearly favors self-reports of the kind elicited by questionnaires.

Even in the absence of the an external criterion of behavior for validating the questionnaire, we can identify the various attitudes it measures, their relationships, and how groups (such as whites and blacks) differ with respect to them. This information will enable us to evaluate the content and internal reliability of the questionnaire and may even suggest possible behaviors to which the attitudes might be related.

Since we were not tied to any specific criterion or theoretical position, the fact that the AIR questionnaire sampled a wide range of attitudes made it advantageous for us to adapt it for Navy use.

QUESTIONNAIRE REVISION

Questionnaire items that used Marine Corps terms were reworded into Navy terms if an appropriate parallel existed (e.g., NCO was changed to Petty Officer). Only a few items had to be deleted because they were irrelevant to the Navy.

The original questionnaire consisted of more than 20 pages of mimeographed material. We grouped items with similar response modes (e.g., true-false items) and content together. Then the items were printed in a question booklet, and a separate answer sheet was designed.

The revised questionnaire was tried out on 30 naval personnel at the Washington Navy Yard to establish its readability and determine if the layouts of the question booklet and answer sheet were satisfactory.

Then it was critically examined by 10 Navy Human Relations (HR) Advisors attending a seminar sponsored by PERS-P. While reviewing the questionnaire, some of them commented that it was a "white man's test." By this they meant that the language was white, middle-class English, rather than the vernacular used by many of the youths in the black community. Because of this it was feared that differences in interpretation of some items would arise. For example, one item asked respondents to evaluate the phrases, Black Power, and The U. S. Navy, with respect to being good or bad. It was pointed out that the word "bad" is colloquially used to mean very good by some black youths. Consequently, differences in responses by blacks and whites to these items might reflect semantic as well as attitudinal differences.

On the other hand, most Navy men have sufficient experience with Navy tests and printed materials written in "white man's English" so they would realize that bad is meant to connote something worse than good and respond accordingly. We concurred with this position, but employed certain statistical controls to detect possible semantic differences in analyzing the data.

Appendix A contains a copy of the question booklet and answer sheet that was administered in the field.

FIELD ADMINISTRATION

The sites for field testing the questionnaire were those where HR advisors were stationed. These advisors were familiar with the instrument and its purpose and had credibility within the enlisted community. The latter was an important source of motivation for the respondents to candidly answer the items.

A total of 1501 men completed the questionnaire. The sample can be broken down in two main ways: by race and by officer-enlisted status. Table 1 shows the sources and numbers of the respondents. Examination of the table indicates that the sample is not representative of the Navy as a whole or of the commands that were sampled. Although men of all paygrades, levels of education, length of service, and ratings were included, other characteristics about the groups make them a non-random sample:

1. Only a few commands are represented. This was limited by the location of Human Relations Advisors available to administer the questionnaire. Since we were "testing the test," rather than gathering normative data as the basis for Navywide interpretation, command representation was not viewed as a critical factor. Our intent in using the commands shown in table 1 was not to obtain distributions of attitudes for a representative population, but to gain some notion of the variability of these attitudes for a wide variety of men.

TABLE 1
SOURCES AND NUMBERS OF QUESTIONNAIRE RESPONDENTS*

	<u>Total</u>	<u>White</u>	<u>Black</u>
Enlisted	1108	939	169
Norfolk - NavSta, Ships, Brig	694	601	93
New London	153	129	24
Great Lakes - "A" school awaitees	138	137	1
Air - Pacific	64	39	25
Amphibious - Pacific	59	33	26
Officers	295	291	4
Naval War College - Cmd and Staff class	164	164	0
Naval War College - Naval Warfare class	107	107	0
Other	24	20	4

*96 enlisted and 2 officer members of non-black minority groups are not listed here.

2. Black enlisted men were deliberately oversampled. Our sample consists of about 15 percent blacks, while the Navy consists of only 6 percent blacks. For comparing the responses of blacks and whites, we needed more blacks than a proportional sample would have afforded. Therefore, we were interested in the absolute numbers of men in a racial group, rather than in the ratio of black to white.

3. The officers were attending the Naval War College and are not representative of the officer community as a whole.

QUESTIONNAIRE SCORING AND CONTENT

Preliminary Quantification

We assigned numerical values to the item alternatives to produce metric properties that would allow computation of parametric statistics. High numerical values were assigned to item alternatives indicating unbiased, non-prejudiced, and positive attitudes, while low scores were assigned to biased, prejudiced, and negatively-toned alternatives. Appendix B shows the scale values for the 300 items.

Determining Item Groups

Rather than attempt to deal with 300 items simultaneously, we intuitively sorted the items into logical groupings whenever possible. Table 2 shows the 17 resulting subsets, which are further grouped by similarity of the type of response required to answer the items.

TABLE 2
COMPOSITION OF ORIGINAL AND REVISED (SHORT) QUESTIONNAIRES

Item type	Response	Number of items		Number of composites
		Original form	Revision Long form	
Background	Fill in	8	8	
Attitudes	Rating scale	111	43	3
Objections	Yes/no	7	2	
Personal goals	Rating scale	11	11	2
Prejudice effects	Rating scale	5	5	
Changes	+, 0, -	3	3	
Preferences	+, 0, -	4	4	
Black facts	Correct choice	9	0	
Ranks helpful	Yes/no	7	7	2
Free time	Yes/no	3	3	
Unfair treatment	Yes/no	13	13	2
Fights seen	Number	8	8	2
Why NW cluster	Yes/no	4	4	
Recommendations	Yes/no	9	7	3
Prejudice bothers	Yes/no	1	1	
Reactions	+, 0, -	4	4	2
Concepts	+, 0, -	80	72	8
Total items		297	30	
			+165 in 24 composites	
			<u>195</u>	

Below is a brief description of the items within each logical grouping.

Background. Age, paygrade, race, length of service, and years of education.

Attitudes. This largest group of items contained 111 statements reflecting attitudes toward race, discrimination, and conditions in the Navy. Each item was responded to on a 5-point scale ranging from "strongly agree" to "strongly disagree."

Objections. These 7 items asked if an individual would object to members of various racial groups and nationalities as a member of his family by marriage, a close personal friend, a member of the Navy, an American citizen, or working in the United States (but not a citizen). Each item was scored 0 if any objection was made, or 1 if no objections were made.

Personal Goals. Eleven items relating to inner- and outer-directed goals were rated on a 5-point scale ranging from "of no importance" to "extremely important." Inner-directed goals include ideals where the individual himself is the beneficiary, e.g., enjoying life, becoming a better person, and doing his job well. Outer-directed goals are

represented by altruistic statements exemplifying the "good Samaritan" ethic, e.g., helping others and making a contribution to society.

Prejudice Effects. These 5 items involve perceptions of how prejudicial behavior personally affects the individual. The effect was rated on a 5-point scale, ranging from "almost always" to "almost never."

Changes. Attitude changes observed in the Navy, both personal and of others, are addressed by these three items. Respondents were asked to indicate the direction (positive or negative) and magnitude of any felt or observed changes.

Preferences. Respondents were asked if they preferred a leader or supervisor of a particular racial group, and if they preferred an integrated or segregated neighborhood.

Black Facts. Twelve multiple-choice questions on black history were used to determine if people under- or overestimated the achievements or contribution of members of minority groups to society. For example, when asked to indicate how many Puerto Rican M.D.'s there were in the United States, 2 alternatives were given: one overestimated and one underestimated the correct number. Neither answer was correct. It was hypothesized that those individuals with negative or prejudicial attitudes toward minority groups would underestimate. In retrospect, we realized that such a conclusion could not be made from the item responses. Take, for example, the individual who knows the correct answer to the "Puerto Rican doctor" question but does not have a prejudicial attitude toward this group. He is faced with either knowingly under- or overestimating the value. Under these circumstances, the cognitive and perceptual components of his response are confounded. Without a third response category, a "correct" response, these 2 components of the response cannot be separated. Consequently, we did not use any of the 12 items.

Ranks Helpful. Respondents were asked to indicate which of their peers and superiors had been helpful to them in personal matters during the past month.

Free Time. Men were asked to indicate if they spent free time with whites, blacks, or members of other minority groups during the past month.

Unfair Treatment. These items asked men to indicate if they had been treated fairly during the past month in connection with work assignments, promotion, discipline, liberty, legal matters, and personal affairs, by officers, enlisted men, and civilians.

Fights Seen. Respondents were asked to fill in the number of fights and near-fights (interracial, intraracial, and between military and civilian) they had seen during the past month.

Why Non-Whites Cluster. Respondents were asked to indicate the applicability of reasons which might explain why non-whites cluster together in groups: to be with friends, for protection, because they are excluded from white groups, or to threaten others. It is difficult to imagine what would motivate a black to respond seriously to the last item. In general, these items are "white-oriented," since each response alternative, or reason, begins with "they," i. e., blacks.

Recommendations. Men were asked to evaluate 10 ways of improving conditions in the Navy. The alternatives included "hard line" approaches, such as stronger discipline, as well as methods recommended by human relations advocates, such as "White Navy men should spend more time learning about the problems of Navy men who are from minority groups."

Prejudice Bothers. A single item asked whether or not prejudice bothered the respondent a great deal. This may provide an indication of sympathy felt for people who are the targets of prejudicial attitudes and behavior.

Reactions. Separate sections for whites and for minority group members were written. Whites were asked how they felt about and behaved toward blacks, and blacks about whites.

Concepts. The final series of items is a variant of the semantic differential, a technique originally developed for quantifying the meaning attributed to complex ideas or concepts. Its use has been extended to get at the various attitudes associated with these ideas or concepts. A given concept is presented, and the respondent is asked to select one of each pair of bipolar adjectives he thinks describes it. Some of the bipolar adjectives used were, good or bad, fair or unfair, and strong or weak. We used the same 10 pairs of bipolar adjectives for 8 concepts: Black Power, Navy, Confederate Flag, Two-finger Peace Sign, Afro Haircuts, Singing Dixie, Clenched Fist Salute, and U.S.A.

As shown in table 2, we began with 297 items. As a result of our analyses, we reduced them to 195, of which 165 were grouped into 24 composites.

CREATING VARIABLES

In this section, the steps involved in grouping the 165 items into 24 composites are described. While we initially grouped certain items together because they seemed to be measuring similar kinds of attitudes, we empirically tested these groupings to see if they were internally consistent in the statistical sense.

Factor Analysis

We calculated the item intercorrelations within each set of items, and then analyzed each set of intercorrelations using factor analysis.* This technique identifies items that correlate highly with particular dimensions underlying the correlation matrix (Harman, 1967).

Attitude Items. The largest group of items analyzed as a group were the 111 statements about race, society, and Naval service. Due to data processing limitation, 12 of these items had to be eliminated. This was accomplished by examining the intercorrelation matrix of the 111 items and discarding the 12 items which had the smallest correlation with the remaining 99 items.

Separate correlation matrixes among the 99 variables were obtained for whites, blacks, and members of other racial groups (Others). There are three ways to determine the different dimensions measured by these variables. (1) We can perform three separate factor analyses to determine the structure underlying each of the three sets of data. This approach was rejected on both practical and statistical grounds. We wanted an overall

*The principal components method of factor analysis was used with unities in the diagonal of the correlation matrix and varimax rotation of factors having eigenvalues of at least 1.0.

evaluation of the relationships among the 99 items, and integration of the separate analyses is a difficult and time-consuming subjective process. Further, a necessary condition for the application of factor analysis is that the number of respondents exceeds the number of variables, and this was not the case for "Others." (2) We can average the data across three groups. This could be done by either obtaining a weighted average of the three correlation matrixes or recalculating a single matrix based upon all the respondents. This procedure can lead to obscure results when averaging both positive and negative correlations for the same pair of variables. That is, if variables X and Y were to correlate 0 for whites, -1 for blacks, and +1 for others, the average would be close to 0 because the number of whites is far greater than non-whites. Such results would ignore the differential in the magnitude of the correlations between racial groups for variables X and Y. (3) We used a third approach that statistically partitioned the variance associated with differences in responses from the three racial groups from the combined correlation matrix. Factor analysis of the partitioned matrix then was an analysis of the variation remaining after the influence of differential responses across races was removed. This technique gives equal weight to the responses of the different groups and is independent of the number of observations per group. In essence, it incorporates a statistical control for differences in responses across racial groups. Examination of the combined correlation matrix both before and after partitioning revealed only small changes in the magnitude of the correlation coefficients, and rarely a change in sign.

Other Items. The same partitioning and factor analysis techniques were applied to the correlation matrixes for other groups of items, except that background items were not factored. Similar minimal differences were observed.

Table 3 lists the 24 composites formed from the 16 factor analyses. Two of these, inner- and outer-directed goals, were based on the logical classification of items as either self- or other-oriented because of the nature of these items.

Item Composites

Composite scores were then computed by summing the scores for items that loaded (correlated) at least .40 on a factor. This amounts to unit weighting the items by their standard deviations, which in most cases were very similar within factors. A disadvantage of this procedure for forming a composite is a possible distortion of the orthogonality (statistical independence) of the factors. That is, unit weighted composites developed from seemingly orthogonal factors when intercorrelated may exhibit surprisingly high correlations. However, the unit weights can produce meaningful correlations among the resulting composites which may be easier to interpret than factors which have orthogonality forced upon them. The resulting correlations among our composites did make sense and did not appear to be spurious. Hence, our method of forming composites seemed justified.

Appendix C lists all of the items in each of the 24 composites along with their loadings, communalities, means and standard deviations from the combined group analyses.

TABLE 3

LIST OF COMPOSITES FORMED AND NUMBER OF ITEMS IN EACH

<u>Composite number</u>	<u>Name</u>	<u>Number of items in composite</u>
1	Racial generalizations	21
2	Navy climate	9
3	Discrimination	13
4	Goals - outer-directed	6
5	Goals - inner-directed	5
6	Ranks helpful - lower	3
7	Ranks helpful - upper	4
8	Unfair treatment - in	6
9	Unfair treatment - by	7
10	Fights - military	6
11	Fights - civilian	2
12	Improving conditions by stronger discipline	2
13	Improving conditions by greater B/W association	4
14	Improving conditions by recognizing own prejudice	2
15	Being liked	2
16	Feelings	2
17	Black power	9
18	Confederate flag	9
19	U.S. Navy	9
20	Two-finger peace sign	9
21	Singing "Dixie"	9
22	Clenched fist salute	9
23	U.S.A.	9
24	Afro haircuts	9

RESULTS

Major Variables

Composites. We selected 3 major composites as internal measures of attitudes. They were based upon three factors which emerged from the factor analyses of the correlations among the 99 statements about race, society, and the Navy.

The first composite includes 21 items that deal mainly with opinions about the behavior of non-whites, such as "non-whites don't feel they have to follow the rules as much as whites." These items relate to the definition of prejudice as a hostile, stereotyped attitude toward the member of another group that does not correspond with fact (Berelson, 1964). Since they are generalizations about non-whites in society at large as well as in the Navy, we named this composite Racial Generalizations. The name is a convenience and perhaps does not fully convey the fact that the composite primarily measures attitudes toward non-whites. In any case, people who agree with the statements subscribe to negative or stereotyped conceptions of the behavior of non-whites, while those who disagree do not.

The second composite consists of six statements about the accomplishments and promise of the Navy in solving racial problems (such as "The Navy is firmly committed to the principle of equal opportunity") and three statements about the Navy's concern for its members (such as "Most officers try to be helpful with personal matters"). Since this composite measures attitudes about the racial and leadership atmosphere in the Navy, we named it Navy Climate. Those who agree with the statements think highly of the Navy's image, while those who disagree do not.

The third composite contains 13 items, most of which deal with the treatment accorded non-whites in the day-to-day operation of the Navy: for example, "Non-whites get more than their share of dirty details." Following the definition of discrimination as the disadvantageous treatment of members of another group (Berelson, 1964), we named this composite Perceived Discrimination. Those who subscribe to these statements express a belief that non-whites are subject to discrimination and injustice in the Navy and that the Navy should do something about it; those who disagree with the statements deny that such discrimination or injustice exists in the Navy.

Internal Reliability of the Composites. Since composites of similar items are more reliable than individual items, we computed coefficient alpha for each of the three major composites for the total sample to estimate their reliability. This coefficient represents the expected proportion of common variance that the composite has with a perfectly reliable alternate form containing the same number of items (Nunnally, 1967). The coefficient for Racial Generalization was 0.94, for the Navy Climate 0.88, and for Perceived Discrimination 0.90. All of these are highly acceptable from the standpoint of measurement reliability.

Attitude Change Items. The single item used as a major internal measure of racial attitudes was chosen on logical grounds and because of the distribution of responses observed -- particularly for white enlisted men. The item used was, "Since joining the

Navy my attitude towards other races and groups has not changed, become more favorable, or become less favorable." Table 4 shows the distributions for officers and enlisted men.

TABLE 4
PERCENTAGE DISTRIBUTION FOR ATTITUDE CHANGE

<u>Since joining the Navy my attitude towards other races and groups has:</u>	<u>Officer</u>	<u>Enlisted blacks</u>	<u>Enlisted whites</u>
Become more favorable	41	40	26
Not changed	50	40	50
Become less favorable	9	20	24
Total respondents	288	161	898
Mean	2.32	2.21	2.01
S.D.	0.64	0.75	0.70

About half of the respondents in all three groups reported no change. The percentage reporting a more favorable change was substantially greater than the percentage reporting a less favorable one in all groups except the enlisted whites. The positive and negative changes of enlisted whites cancelled out one another. In other words, in this sample the reported attitudes of the officers and enlisted blacks toward other races and groups have generally improved since they joined the Navy, but those of enlisted whites have not.

Relationships Among the Major Variables. Since composites were formed only from those items that correlated highly with each of the three factors and a unit weighting procedure was used to form them, they no longer are necessarily independent or uncorrelated. Therefore, we computed the intercorrelations among the composites to determine the degree of association. Further, we wanted to know the correlation of the Attitude Change item with the composite scores. For 912 white enlisted men, the following pattern of correlations was observed:

<u>Variable</u>	<u>Navy climate</u>	<u>Perceived discrimination</u>	<u>Attitude change</u>
Racial generalizations	.18	.34	.40
Navy climate		-.06	.23
Perceived discrimination			.22

Among the three composites, there is a moderate relationship between Racial Generalizations and Perceived Discrimination: those who do not generalize perceive that non-whites are subject to discrimination or injustice (and vice versa).

Attitude change correlates moderately with all three composites, but mainly with Racial Generalizations: those who do not generalize report improved attitudes toward other races and groups since joining the Navy (and vice versa).

The positive correlation of Navy Climate and Attitude Change indicates that those who perceive the Navy as being "firmly committed to the principle of equal opportunity" report a positive change of attitude towards members of other racial groups.

There is a positive correlation between Perceived Discrimination and the Attitude Change item. This indicates that whites who perceive discrimination and injustice toward other racial groups also develop a more favorable attitude toward members of those groups.

The relationships that the three composites exhibit with one another are explicable, but they are not so high as to permit any one to substitute for another.

Distributions of Composites. Figures 1-3 show the percentage distributions of Racial Generalizations, Navy Climate, and Perceived Discrimination scores for the officers and two groups of enlisted men. They are based on tables 5-7.

On Racial Generalizations, black enlisted men score highest, meaning that they are the least likely to use racial generalizations (about non-whites) - which is rather obvious. White enlisted men, on the other hand, score lowest, which means that they subscribe more to racial generalizations and stereotyped ideas. Officers' scores fall in between those of the black and white enlisted men.

On Navy Climate, both white and black enlisted men have about the same distribution, ranging over the entire scale. The officers, however, range from a moderately good to an outstanding perception of Navy Climate, and their lowest scores exceed the averages of the black and white enlisted men.

On Perceived Discrimination, the blacks clearly have the highest scores, that is, they perceive the most discrimination. The white enlisted men and officers have low scores with nearly identical distributions. In fact, most of the scores of the white enlisted men and officers are below the average score of the black enlisted men. Responses of these whites deny that there is discrimination against non-whites in the Navy.

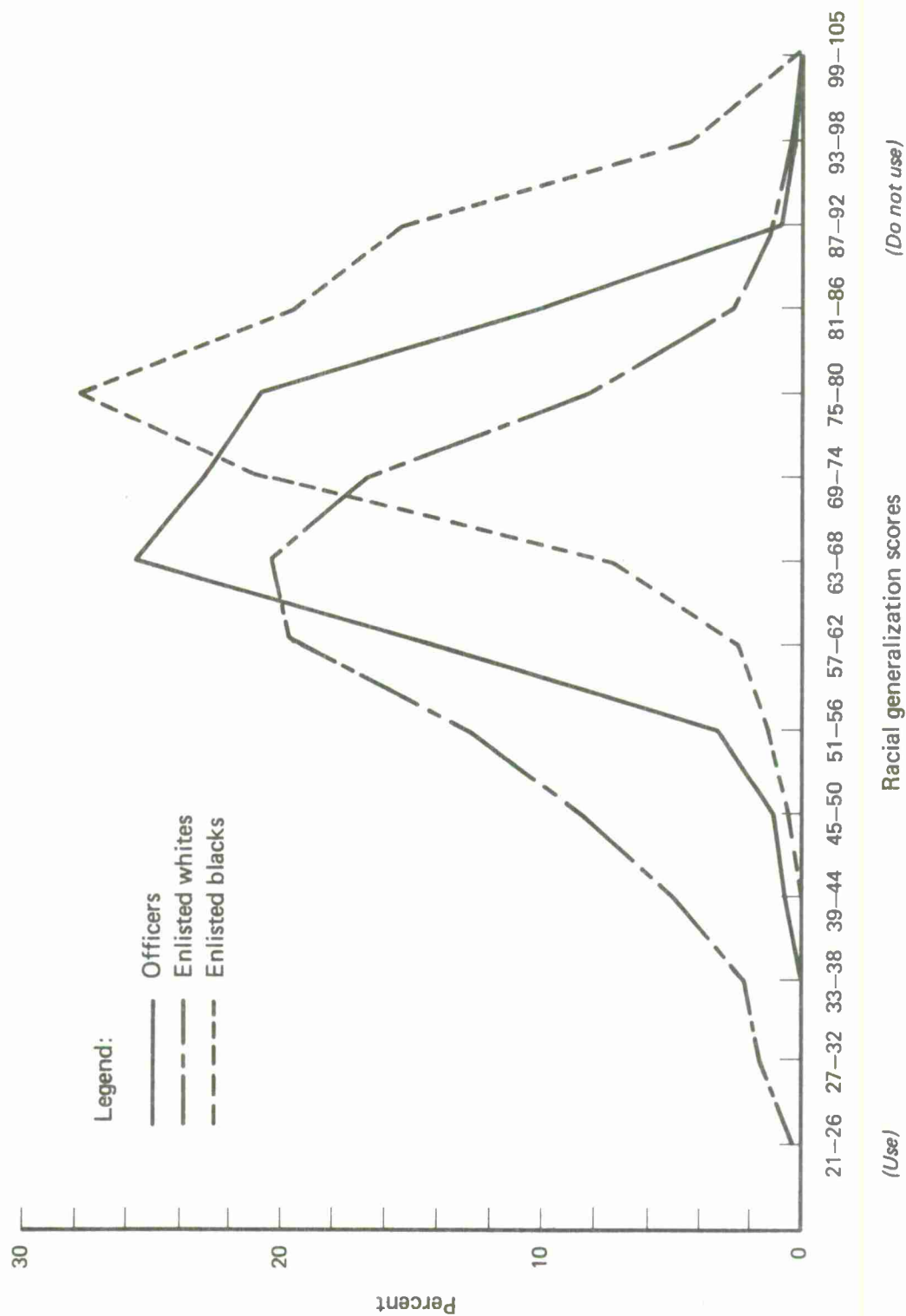


FIG. 1: PERCENTAGE DISTRIBUTIONS OF RACIAL GENERALIZATION SCORES

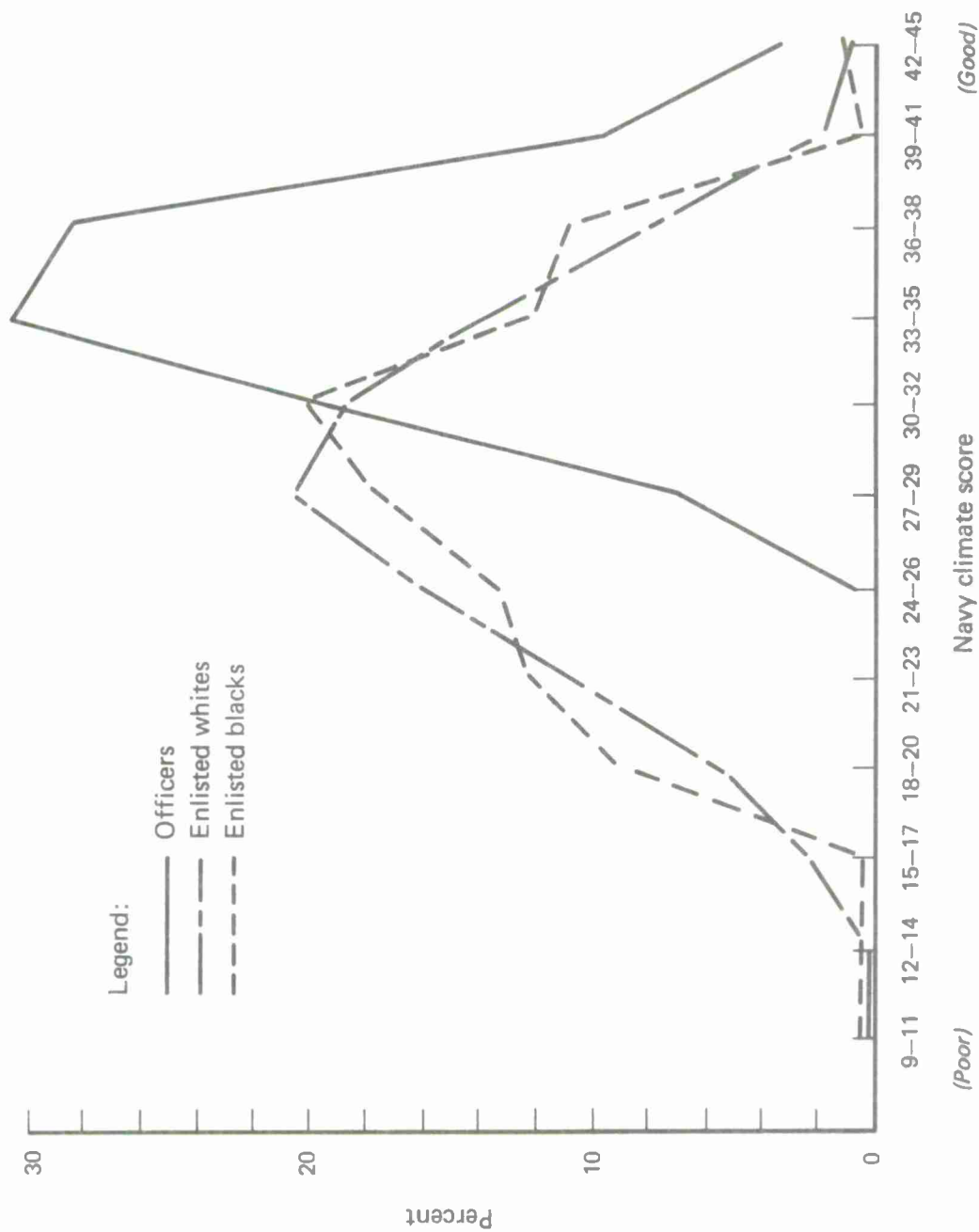


FIG. 2: PERCENTAGE DISTRIBUTIONS OF NAVY CLIMATE SCORES

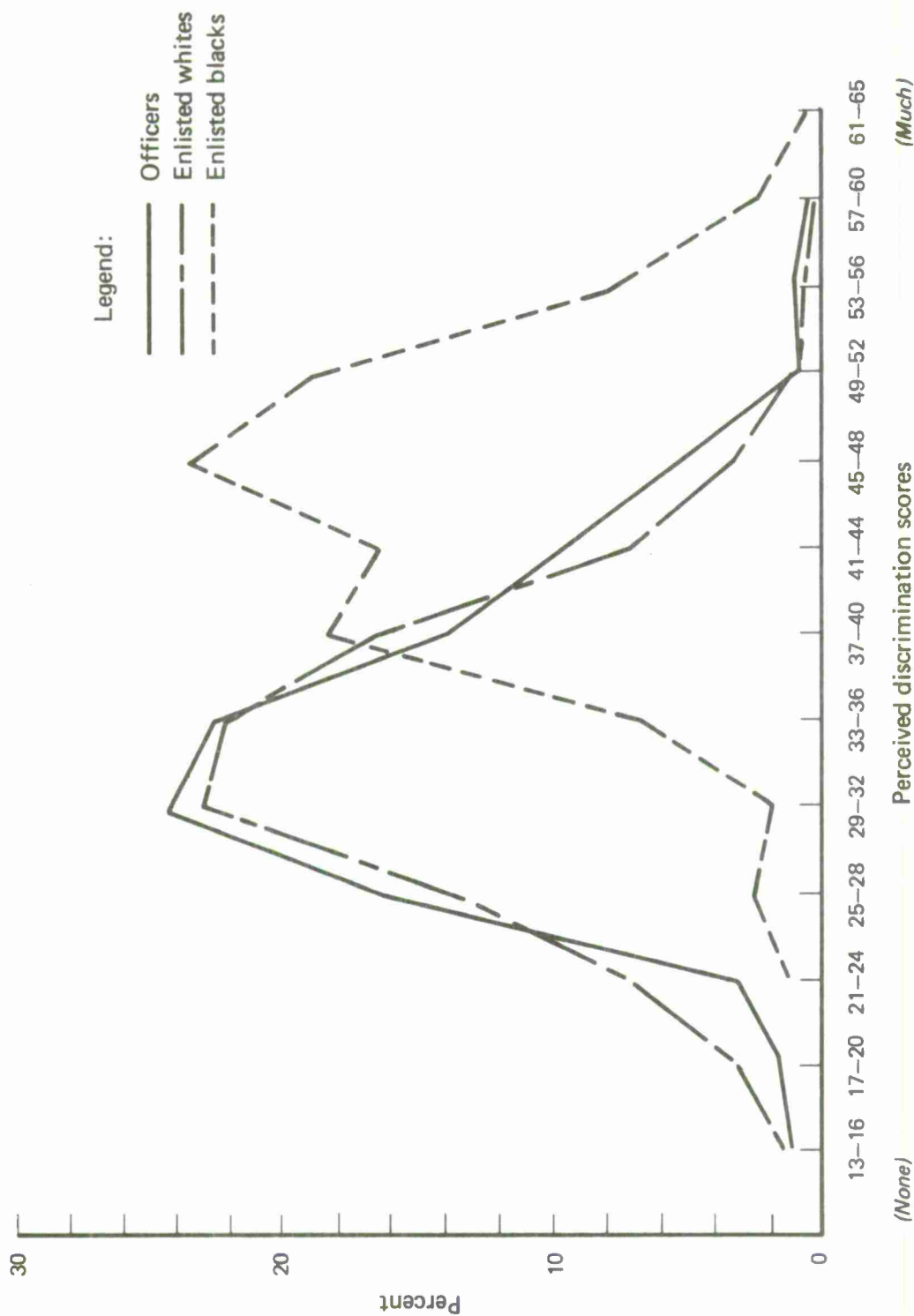


FIG. 3: PERCENTAGE DISTRIBUTIONS OF PERCEIVED DISCRIMINATION SCORES

TABLE 5

PERCENTAGE DISTRIBUTIONS OF RACIAL GENERALIZATION SCORES

Score interval	<u>Officers</u>		<u>Enlisted blacks</u>		<u>Enlisted whites</u>	
	Percent	Cum. percent	Percent	Cum. percent	Percent	Cum. percent
(Use)						
21-26	-	-	-	-	0.2	0.2
27-32	-	-	-	-	1.8	2.0
33-38	-	-	-	-	2.3	4.3
39-44	0.7	0.7	-	-	5.0	9.3
45-50	1.1	1.8	0.6	0.6	8.7	18.0
51-56	3.3	5.1	1.2	1.8	13.3	31.3
57-62	14.2	19.3	2.5	4.3	19.7	51.0
63-68	25.5	44.8	7.4	11.7	20.4	71.4
69-74	23.0	67.8	21.0	32.7	16.7	88.1
75-80	20.8	88.6	27.8	60.5	8.0	96.1
81-86	10.2	98.8	19.8	80.3	2.7	98.8
87-92	0.7	99.5	15.4	95.7	0.9	99.7
93-98	-	99.5	3.1	98.8	0.3	100.0
99-105	0.4	99.9	1.2	100.0	-	100.0
Total respondents	274		162		899	
Mean score	70.0		78.2		61.2	
Standard deviation	8.8		9.1		12.0	

TABLE 6

PERCENTAGE DISTRIBUTIONS OF NAVY CLIMATE SCORES

Score interval	Officers		Enlisted blacks		Enlisted whites	
	Percent	Cum. percent	Percent	Cum. percent	Percent	Cum. percent
(Poor)						
9-11	-	-	0.6	0.6	0.2	0.2
12-14	-	-	0.6	1.2	0.2	0.4
15-17	-	-	0.6	1.8	2.6	3.0
18-20	-	-	9.2	11.0	5.6	8.6
21-23	-	-	12.3	23.3	11.0	19.6
24-26	0.7	0.7	13.5	36.8	16.1	35.7
27-29	7.0	7.7	17.8	54.6	20.7	56.4
30-32	19.9	27.6	20.2	74.8	18.8	75.2
33-35	30.7	58.3	12.3	87.1	13.7	88.9
36-38	28.6	86.9	11.0	98.1	8.1	97.0
39-41	9.8	96.7	0.6	98.7	2.0	99.0
42-45	3.3	100.0	1.3	100.0	1.0	100.0
(Good)						
Total respondents	287		163		897	
Mean score	34.7		28.5		28.5	
Standard deviation	3.6		6.0		5.7	

TABLE 7

PERCENTAGE DISTRIBUTIONS OF PERCEIVED DISCRIMINATION SCORES

Score interval	<u>Officers</u>		<u>Enlisted blacks</u>		<u>Enlisted whites</u>	
	Percent	Cum. percent	Percent	Cum. percent	Percent	Cum. percent
(None)						
13-16	1.3	1.3	-	-	1.4	1.4
17-20	1.7	3.0	-	-	3.1	4.5
21-24	3.5	6.5	1.3	1.3	7.5	12.0
25-28	15.8	22.3	2.5	3.8	13.5	22.5
29-32	24.2	46.5	1.9	5.7	22.9	48.4
33-36	22.5	69.0	6.9	12.6	22.0	70.4
37-40	14.0	83.0	18.2	30.8	16.5	86.9
41-44	9.5	92.5	16.4	47.2	8.2	95.1
45-48	5.3	97.8	23.3	70.5	3.3	98.4
49-52	0.7	98.5	18.9	89.4	0.9	99.3
53-56	1.1	99.6	7.5	96.9	0.6	99.9
57-60	0.4	100.0	2.5	99.4	0.1	100.0
(Much)	-	100.0	0.6	100.0	-	100.0
Total respondents	285		159		897	
Mean score	34.8		45.1		33.7	
Standard deviation	7.3		7.5		7.1	

Correlates of Major Variables

Next, we looked at the relationships of other items in the questionnaire with Racial Generalizations, Navy Climate, Perceived Discrimination, and the Attitude Change item. The multiple correlations between these other items and our major variables are shown in the top part of table 8. All of them are significant and most are sizable. Appendix D shows specifically what other items jointly produced these multiple correlations with each of the major variables. By and large, the relationships were logical, as illustrated by the items that had the highest correlations with each major variable shown in the bottom part of table 8.

TABLE 8
CORRELATIONS BETWEEN OTHER QUESTIONNAIRE ITEMS AND
MAJOR VARIABLES FOR ENLISTED AND OFFICER GROUPS

<u>Group</u>		<u>Racial generalizations</u>	<u>Navy climate</u>	<u>Perceived discrimination</u>	<u>Attitude change</u>
		Multiple correlation			
Enlisted	white	.75	.70	.60	.50
Enlisted	black	.55	.70	.55	.50
Officers		.70	.50	.70	.40
		Highest simple correlation			
Enlisted	white	.50 Impr-Assoc.	.55 Navy	.40 Impr-Assoc.	.40 RacGen
Enlisted	black	.35 Call-Black	.55 Navy	-.40 Conf. flag	.45 Rel. -on
Officers		.45 Afros	.30 Goals- outer	.45 Impr-Assoc.	.25 Discrim.

A group of items that advocate improving racial relations by greater association between whites and non-whites correlates .50 with Racial Generalizations for white enlisted men: those who believe that more association will improve race relations do not use racial generalizations.

The semantic differential concept of U.S. Navy correlates positively with Navy Climate for both black and white enlisted men: those who have a favorable opinion of the Navy also have a good perception of the Navy Climate.

The group of items stating that racial problems could be reduced by greater association between the races correlates .40 with Perceived Discrimination for white enlisted men. The semantic differential concept of Confederate Flag correlates -.40 with Perceived Discrimination for black enlisted men: those who dislike the Confederate flag believe that there is discrimination in the Navy.

Racial Generalizations correlates .40 with the Attitude Change item for white enlisted men: those who do not use racial generalization report a positive attitude change towards other races and groups. "I think racial relations on the base are improving" correlates .45 with positive Attitude Change for black enlisted men.

The point of table 8 is that there are substantial relationships between other items and groups of items in the questionnaire and the three major composites and Attitude Change item that we chose as internal measures of racial attitudes. These internal measures are not only homogeneous and consistent, but they relate highly and appropriately to other kinds of attitude items. In short, the questionnaire has content validity.

Correlates of Age

Attitudes may in part be a function of age, so we looked at the correlations between age and the other items and composites in the questionnaire. The correlates are listed in table 9 for white and black enlisted men. The median age of the whites was 21, one year less than that of the blacks. However, three-fourths of the whites were younger than 24, while three-fourths of the blacks were younger than 34. Consequently, older or more senior men are represented in greater proportion among the blacks.

TABLE 9

SIMPLE CORRELATES OF AGE AMONG QUESTIONNAIRE COMPOSITES AND ITEMS FOR BLACK AND WHITE ENLISTED MEN

<u>White enlisted men</u>		<u>Black enlisted men</u>	
Navy climate	.35	Navy climate	.52
Peace sign	-.35	Call blacks blacks	-.44
Upper ranks helpful	.28	Call blacks negroes	.44
Improve conditions in Navy		Goals - outer	.43
by stronger discipline	.28	U.S. Navy	.41
Goals - outer	.23	Clenched fist salute	-.41
U.S. Navy	.22	Confederate Flag	-.38
Fights seen - military	-.21	Like whites as well as blacks	.37
		Black power	-.37
		Years of education	-.35

In general, older men or careerists had higher scores on variables which represent satisfaction with the Navy status quo and dissatisfaction with symbols of black militancy — particularly in the case of the older black enlisted men. Opposite reactions are characteristic of younger respondents.

Also important is the fact that age did not relate to Racial Generalizations and Perceived Discrimination, signifying that these kinds of attitudes are independent of age.

Black-White Comparisons

A number of other items which produced important descriptive information on black and white enlisted men are shown in table 10. Most of the results speak for themselves. The more dramatic differences are in the percentages of blacks: from urban hometowns (54 percent vs. 27 percent of whites); from the South (40 percent vs. 22 percent of whites); using the term "blacks" (63 percent vs. 27 percent of whites); not objecting to a family member from the other racial group (60 percent vs. 28 percent of whites); usually or

always being affected by racial tensions (35 percent vs. 15 percent of whites); not believing that race relations outside of the Navy are worsening (18 percent vs. 40 percent of whites); not believing that non-whites cluster to threaten whites (79 percent vs. 32 percent of whites); and preferring an integrated neighborhood (47 percent vs. 15 percent of whites).

SUMMARY

We found three consistent kinds of attitudes about Racial Generalizations, the Navy Climate, and Perceived Discrimination in the Navy that were reliably measured by general statements concerning race, society, and the Naval service in a questionnaire administered to groups of enlisted men and officers. These three attitude composites correlated with other items in the questionnaire that also logically related to them, which indicates that we have coherent, consistent measures of attitudes.

The enlisted men and officers, although not representative of the Navy in general, differed on these three composites. White enlisted men used the most racial generalizations, black enlisted men least, with officers in between. Both white and black enlisted men saw the Navy Climate less favorably than did the officers. Both white enlisted men and officers felt there was little discrimination in the Navy, whereas black enlisted men felt there was more.

The results for an Attitude Change item showed that the net effect of changes in attitude towards other races and groups since joining the Navy was encouragingly positive for the black enlisted men and officers, but, on balance, zero for the white enlisted men.

The revised questionnaire (appendix E) can be used cautiously to evaluate racial attitudes in different commands and assess the effects of human relations training.* Meanwhile, further normative data should be gathered and validation attempts made before placing full confidence in it.

Once prejudiced attitudes have been identified, a policy with teeth in it perhaps will help to reduce discriminatory behavior. But to change attitudes and behavior will require human relations training. Merely providing more information about another group has little effect on changing attitudes or behavior (Berelson and Steiner, 1964), and personal contact between groups may decrease, increase, or have no effect on intergroup tension (Masuoka, 1961). Perhaps the most effective agent for and reinforcement of change is belonging to a group of people who feel and act in the desired way, and the value of human relations training is supported by evidence that prejudice and discrimination decrease as sense of group position recedes, or as one group is assimilated into another (Lippitt and Radke, 1946).

The Navy has had success with a human relations training program. Negative attitudes of Navymen toward South Vietnamese were changed, and better working and social relations (Stoloff, 1971) were subsequently observed. To produce such changes in attitudes and behavior, training programs must (Becker, et al, 1971):

*A guide, (INS)930-72 of 24 Oct 1972, has been prepared for this purpose.

1. Have the wholehearted support of the organization involved and its support and tolerance of members who do change.
2. Be both horizontal and vertical in drawing subordinates and supervisors together.
3. Either screen out candidates who might be harmed by the experience or provide for careful monitoring to avoid harm.
4. Carefully explain the goals and limits of the program to the participants.
5. Have mature, responsible, trained leaders.

EPILOGUE

Subsequent use of the revised questionnaire on 1500 white and 1000 black Army enlisted men who were carefully sampled world-wide produced remarkably the same three attitude factors and percentage distributions found in our Navy sample (Stoloff, 1972).

TABLE 10

COMPARISONS OF BLACK AND WHITE ENLISTED MEN ON SELECTED ITEMS

		<u>White percent</u>	<u>Black percent</u>
Hometown:	Urban	27	54
	Suburban	41	20
	Rural	33	24
Where from:	East	36	27
	Midwest	27	18
	South	22	40
	Southwest	5	7
	West	9	5
Spent free time in past month with:			
	Blacks	56	87
	Other minorities	46	63
	Whites	94	75
Personally bothered by prejudice:		55	61
Call blacks:	Black	27	63
	Negroes	14	10
	Colored	22	7
	Other	19	4
No objection to family members of other race		28	60
Affected by racial tensions:			
	Rarely or never	53	28
	Usually or always	15	35
Personally affected by prejudice on base/ship during past month:			
	Rarely or never	70	59
	Usually or always	9	17
Personally affected by prejudice off base/ship during past month:			
	Rarely or never	68	55
	Usually or always	11	21
Race relations on base/ship:			
	Getting better	24	37
	Getting worse	21	14
Race relations off base/ship:			
	Getting better	16	24
	Getting worse	40	18

TABLE 10 (Cont'd)

	<u>White percent</u>	<u>Black percent</u>
No preference for liking whites or blacks in section	71	63
Why non-whites cluster in groups:		
To be with friends	85	89
To protect themselves	44	24
To threaten whites	32	7
Because excluded	37	32
Civilian neighborhood preference:		
Not integrated	36	8
Integrated	15	47
No preference	47	45

REFERENCES

- (1) Becker, B., Flaherty, E. M., and Piper, W. E., "Sensitivity Training for Enlisted Personnel," in Proceedings, Psychology in the Air Force, Second Annual Symposium, USAF Academy, Department of Life and Behavioral Sciences, April 1971
- (2) Berleson, B., and Steiner, G., Human Behavior, An Inventory of Scientific Findings, New York: Harcourt, Brace, & World, 1964
- (3) Defense Documentation Center. Report Bibliography on Race Relations in the U.S. Armed Forces, 24 Jan 1972 (Unclassified)
- (4) Harman, H. H., Modern Factor Analysis, Chicago: University of Chicago Press, 1967
- (5) Nunnally, J., Psychometric Theory, New York: McGraw-Hill, 1967
- (6) Lippitt, R., and Radke, Marian, "New Trends in the Investigation of Prejudice," Annals of the American Academy of Political and Social Science, volume 244, pp. 167-176, Mar 1946
- (7) Masuoka, J., and Valien, P. (Eds.), Race Relations-Problems and Theory, Chapel Hill: University of North Carolina Press, 1961
- (8) Stoloff, P.H., "The Navy Personal Response Program," Center for Naval Analyses, Professional Paper 75, Jul 1971
- (9) Stoloff, P.H., "Use of the Navy Human Relations Questionnaire with U.S. Army Personnel," Center for Naval Analyses, (CNA) 1879-72, Dec 1972

APPENDIX A
NAVY QUESTIONNAIRE

NAVY QUESTIONNAIRE

The questionnaire you are about to take is being administered as a part of the Navy Human Relations Project in race relations, and has been developed by the Center for Naval Analyses. It is an effort to get insights into the views of various people in the Navy about race relations.

Please give your frank and honest answers to the questions. Work at any speed which is comfortable for you. If you have any questions, do not hesitate to ask the proctor for assistance.

Do not put your name on the questionnaire or answer sheet. The answers you give will be completely confidential. They will not be seen by Navymen in any fashion which would identify you with your answer.

GENERAL INSTRUCTIONS

1. Use the answer sheet enclosed with this questionnaire to record all of your answers.
2. Read each question carefully, and then choose your answer.
3. Circle the letter that matches your answer on the answer sheet.

Example: Question 1: What service are you in?

- A Navy
- B Army
- C Air Force
- D Marine Corps

Answer 1: (A) B C D

HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS? CIRCLE THE LETTER ON YOUR ANSWER SHEET ACCORDING TO THE SCALE BELOW:

A = DISAGREE STRONGLY
B = DISAGREE
C = NEITHER AGREE NOR DISAGREE
D = AGREE
E = AGREE STRONGLY
F = DON'T KNOW

1. In the United States, any man can get ahead if he really wants to.
2. If a man doesn't like the way things are done in the Navy he should leave.
3. The Navy is firmly committed to the principle of equal opportunity.
4. Non-whites should treat whites better than they do.
5. Whites have good reason to be angry.
6. Skin color is not important in the Navy.
7. The problem of racial prejudice has been greatly exaggerated by a very few vocal militants.
8. Minorities should not try to use the military to solve any of their problems.
9. Every instance of possible discrimination should be challenged.
10. There should be no dissent in the Navy.
11. There is a good chance that the Navy can reduce racial problems.
12. The Navy should make a greater effort to assist non-whites to qualify for enlistment and technical ratings.
13. Racism is common among Navy men.
14. The black recruit makes a better Navy man.
15. White Navy men are punished less severely than non-whites for the same offenses.
16. All whites have at least some prejudice toward non-whites.

17. Full integration would be a good thing.
18. Unimportant racial problems should be ignored. Only major problems should be attacked.
19. There is no racial discrimination in military justice in the Navy.
20. Trying to achieve integration is more trouble than it's worth.
21. Every man should have a voice in his own government no matter how poorly educated he is.
22. Too much attention is being given to the black minority and not enough to other minorities.
23. Closer association between the races will improve relations.
24. Non-whites have good reason to distrust whites.
25. If I don't actively try to solve the racial problem, then I'm making it worse.
26. Non-whites get more than their share of dirty details.
27. White S.P.'s treat everyone alike.
28. The U.S. is obligated to help minorities because of past discrimination.
29. Non-whites usually use a foreign language or special words in order to hide things from others.
30. The Navy really doesn't care what people like me think.
31. An unfairly large number of non-whites are assigned to non-technical jobs.
32. Non-whites tend to segregate themselves.
33. The military is spending too much time and effort on the minority problem.
34. Many non-whites have become too sensitive.
35. Success and prestige are less important to non-whites than they are to whites.
36. Most non-whites would like to be included in white groups.
37. Most non-whites still need close supervision on technical jobs.
38. Whites do not show proper respect for non-whites with higher rank.

CIRCLE THE LETTER ON YOUR ANSWER SHEET ACCORDING TO THE SCALE BELOW:

A = DISAGREE STRONGLY

D = AGREE

B = DISAGREE

E = AGREE STRONGLY

C = NEITHER AGREE NOR DISAGREE

F = DON'T KNOW

39. Most non-whites tend to be loud and boisterous.
40. The Navy was a more efficient outfit 5 years ago than it is now.
41. Whites and non-whites really think and feel the same way.
42. The best way to solve racial problems in the Navy is to have stronger discipline.
43. One way of reducing racial tension would be to assign individuals to sections made up of their own race.
44. Non-whites have good reason to be angry.
45. Most non-whites would like to date white women.
46. There should be more open discussion between the races about racial problems.
47. Whites do not usually have to be as good as non-whites to be promoted in the Navy.
48. Most Petty Officers are fair in discipline and punishment.
49. Joining the Navy was one of the better decisions I have made.
50. Many non-whites have begun to act as if they are superior to whites.
51. Most Petty Officers try to be helpful with personal matters.
52. Whites have good reason to distrust non-whites.
53. Non-whites frequently cry "prejudice" rather than accept blame for personal faults.
54. Whites should treat non-whites better than they do.
55. There is less racial prejudice in the Navy than in civilian life.
56. All non-whites feel some prejudice towards whites.
57. Allowing black Navy men to wear Afro haircuts amounts to preferential treatment.
58. Black S.P.'s treat everyone alike.
59. In qualifying minorities for enlistment and technical ratings, their educational disadvantages should be allowed for.
60. Most whites don't care about the problems of minorities.

61. Non-whites don't take advantage of the educational opportunities that are available to them.
62. Non-whites should stay with their own groups.
63. Most whites deliberately discriminate against minorities.
64. It's not good for the Navy for minority people to dress or behave differently from the majority of Navy men.
65. It's no use trying to get anywhere in the Navy. Whether or not you are promoted is strictly out of your hands.
66. Most non-whites would be free of racism if whites were free of racism.
67. Non-whites don't feel they have to follow the rules as much as whites.
68. Non-whites do not show proper respect for whites with higher rank.
69. Most whites would like to date non-white women.
70. Tension between blacks and whites is a serious problem in the Navy.
71. Whites should try to understand what it feels like to be a member of a non-white group.
72. Most Navy officers try to be helpful with personal matters.
73. Integration should be left strictly to personal preference.
74. Non-whites should be more united in order to improve things.
75. The tradition of being an elite group has been undercut because the Navy has taken in too many of the wrong people.
76. Non-whites are trying to get ahead too fast.
77. It's up to non-whites to take the lead in associating with whites.
78. It is to every white's advantage to keep non-whites down.
79. It would be better for minorities to emphasize what all Americans have in common rather than to emphasize their differences.
80. The Navy provides a good career opportunity for members of minority groups.
81. Because of all the tensions that have occurred, it looks like the armed forces should have been desegregated more slowly.

CIRCLE THE LETTER ON YOUR ANSWER SHEET ACCORDING TO THE SCALE BELOW:

A = DISAGREE STRONGLY

D = AGREE

B = DISAGREE

E = AGREE STRONGLY

C = NEITHER AGREE NOR DISAGREE

F = DON'T KNOW

82. The Navy should recognize that it is not always fair to apply test standards to minority groups that have been developed for whites.
83. No man should push himself where he is not wanted.
84. There should be many officers who come from minority groups in the Navy.
85. Non-whites are taking advantage of current social and political unrest to gain advantages for themselves.
86. In my opinion most whites would prefer to see non-whites better off than they are.
87. Too many people in the Navy are out for themselves.
88. In spite of what they show on the surface, most whites are pretty much the same in their attitudes towards non-whites.
89. Commanding officers should be more responsive to the needs of minority group members.
90. I think the Navy is the best military service in the world.
91. Reverse discrimination against whites is just as bad as discrimination against non-whites.
92. Most non-whites are just as dependable as whites.
93. The problems for blacks are worse in the Navy than other minority groups, such as Puerto Ricans and American Indians.
94. If the race problem can be solved anywhere, it can be solved in the Navy.
95. Non-whites are less eager than whites to be promoted to positions of responsibility.
96. If things continue the way they are going the blacks will get more than their fair share.
97. It's up to whites to take the lead in associating with non-whites.
98. Whites have more reason to fear blacks than blacks have to fear whites.
99. Members of minority groups have a harder time in the Navy than the others.
100. Whites dislike blacks more than blacks dislike whites.
101. Integration in the Navy doesn't seem to help in reducing racial tensions.

102. Black officers have more trouble commanding white enlisted men than white officers do.
103. In the long run, dating between blacks and whites does more harm than good.
104. Private clubs should have a right to exclude whoever they want to.
105. Calling attention to racial problems only makes things worse.
106. White officers have more trouble commanding black enlisted men than black officers do.
107. Most commanding officers prefer not to deal openly with racial problems.
108. Recruit training helps to break down prejudice for most of the men who are prejudiced when they join.
109. The Navy is doing a very good job in trying to reduce problems and tensions between groups.
110. Discrimination and prejudice are personal matters -- they are none of the business of the military.
111. People can be trained to be less prejudiced.

WOULD YOU HAVE ANY OBJECTION IF THE PEOPLE LISTED BELOW HELD ANY OF THE POSITIONS DESCRIBED IN THE COLUMNS? CIRCLE THE ONE LETTER ON YOUR ANSWER SHEET CORRESPONDING TO THE POSITION YOU WOULD MOST OBJECT TO.

		Position					
		A	B	C	D	E	F
		A member of my family by marriage	A close personal friend	A member of the Navy	An American citizen	Working in the U.S., but not a citizen	No objections
112.	A white American						
113.	A black American						
114.	A Puerto Rican						
115.	A Mexican-American						
116.	An American Indian						
117.	A Japanese						
118.	A Canadian						

CIRCLE ANSWERS ON YOUR ANSWER SHEET

HOW IMPORTANT TO YOU IS EACH OF THE FOLLOWING GOALS? CIRCLE THE LETTER ON YOUR ANSWER SHEET ACCORDING TO THE SCALE BELOW:

A = OF NO IMPORTANCE
B = NOT VERY IMPORTANT
C = FAIRLY IMPORTANT
D = IMPORTANT
E = EXTREMELY IMPORTANT

- 119. Getting along well with everyone
- 120. Being treated fairly
- 121. Treating others fairly and decently
- 122. Being a good example for others
- 123. Making a contribution to my country
- 124. Promoting equality and democracy
- 125. Becoming a better person
- 126. Helping others
- 127. Living up to my beliefs
- 128. Doing my job well
- 129. Enjoying life

FOR ITEMS 130 THROUGH 141, CIRCLE THE LETTER ON YOUR ANSWER SHEET THAT CORRESPONDS TO YOUR ANSWER.

- 130. Do black Navy men treat you fairly?
 - A Almost always
 - B Usually
 - C Sometimes
 - D Rarely
 - E Almost never
- 131. You can be affected by racial tensions in two ways: either directly, when someone of another group treats you unfairly; or indirectly, when you have a problem because there is racial tension in general. Does general racial tension in the Navy cause problems for you personally?
 - A Almost always
 - B Usually
 - C Sometimes
 - D Rarely
 - E Almost never

132. How often have you personally been affected by prejudice in the past month on the base or ship?
- A Almost always
 - B Often
 - C Sometimes
 - D Rarely
 - E Almost never
133. How often have you personally been affected by prejudice in the past month off the base or ship?
- A Almost always
 - B often
 - C Sometimes
 - D Rarely
 - E Almost never
134. When I talk about blacks, I usually use the word:
- A Blacks
 - B Negroes
 - C Colored
 - D Some other word
 - E No preference
135. Since joining the Navy, my attitude toward other races and groups has:
- A not changed
 - B become more favorable
 - C become less favorable
136. Race relations on the base or ship are:
- A getting better
 - B getting worse
 - C not changing much
137. Race relations off the base or ship are:
- A getting better
 - B getting worse
 - C not changing much
138. If you were in combat, who would you rather have fighting along side you?
- A A white
 - B A black
 - C No preference
139. I like the whites in my section more than I like the blacks.
- A Yes
 - B No
 - C No difference
140. Who would you rather have as a commanding officer?
- A A white
 - B A black
 - C No preference
141. If I were a civilian, I would prefer to live in a neighborhood that is:
- A not integrated
 - B integrated
 - C no preference

CIRCLE THE LETTER A OR B ON YOUR ANSWER SHEET ACCORDING TO WHICH ANSWER YOU THINK IS MOST ACCURATE, EVEN THOUGH YOU MAY NOT BE SURE OF THE CORRECT ANSWER.

142. How many blacks have been awarded the Congressional Medal of Honor?
A 6
B 22
143. How many black millionaires are there in the U.S.?
A 10
B 30
144. In what year was the Nobel Prize first awarded to a black?
A 1930
B 1950
145. In what year was the heavyweight championship won by a black for the first time?
A 1900
B 1940
146. The National Association for the Advancement of Colored People (NAACP) was founded in what year?
A 1910
B 1930
147. What is the approximate number of non-whites who own their own homes?
A 410,000
B 215,000
148. How many non-white college professors are there in the U.S.?
A 200
B 2,000
149. How many Puerto Rican medical doctors are there in the U.S.?
A 75
B 2,000
150. How many blacks have college degrees?
A 100,000
B 600,000

WHICH OF THE FOLLOWING RANKS HAS BEEN HELPFUL TO YOU IN PERSONAL MATTERS, AND WHICH HAVE NOT BEEN HELPFUL? CIRCLE YOUR ANSWER SHEET "A" IF THEY HAVE BEEN HELPFUL, OR "B" IF THEY HAVE NOT BEEN HELPFUL.

- 151. Non-rated men
- 152. 3rd Class Petty Officer
- 153. 2nd Class Petty Officer
- 154. 1st Class and Chief Petty Officers
- 155. Limited Duty and Warrant Officers
- 156. Ensign, Lieutenant (J.G.), and Lieutenant
- 157. Lt. Commander and above

FOR ITEMS 158 THROUGH 166, CIRCLE YOUR ANSWER SHEET "A" IF YES, OR "B" IF NO.

- 158. Spent free time with blacks
- 159. Spent free time with members of other minority groups, such as Puerto Ricans, Mexican Americans, etc.
- 160. Spent free time with whites.

I HAVE BEEN TREATED UNFAIRLY IN THE PAST MONTH IN CONNECTION WITH:

- 161. work assignments
- 162. promotion
- 163. discipline
- 164. liberty
- 165. legal matters
- 166. personal affairs

FOR ITEMS 167 THROUGH 173, CIRCLE YOUR ANSWER SHEET "A" IF YES, OR "B" IF NO.

I have been treated unfairly in the past month by:

- 167. Officers in my section
- 168. Petty Officers in my section
- 169. Non-rated men in my section
- 170. Officers outside my section
- 171. Petty Officers outside my section
- 172. Non-rated men outside my section
- 173. Civilians

FOR ITEMS 174 THROUGH 181, WRITE A NUMBER ON YOUR ANSWER SHEET FOR EACH PART OF THE QUESTION. IF YOUR ANSWER IS NONE, WRITE "0".

How many fights have you seen in the last month involving Navy men?

- 174. Between two white Navy men
- 175. Between a white and a non-white Navy man
- 176. Between two non-white Navy men

How many near fights (heated arguments) have you seen in the last month?

- 177. Between two white Navy men
- 178. Between a white and a non-white Navy man
- 179. Between two non-white Navy men

How many fights or arguments have you seen in the last month involving a Navy man and a civilian?

- 180. Between a white Navy man and a black civilian
- 181. Between a non-white Navy man and a white civilian

FOR ITEMS 182 THROUGH 195, CIRCLE ON YOUR ANSWER SHEET "A" IF YOU THINK THE ANSWER APPLIES, OR "B" IF IT DOES NOT APPLY.

I think non-whites cluster together in groups because:

- 182. they want to be with their friends
- 183. they seek protection
- 184. they mean to threaten others, such as whites
- 185. they are excluded from white groups

Which of the following would you recommend as ways of improving conditions in the Navy?

- 186. Better ways of learning about Navy men's grievances
- 187. Stronger discipline
- 188. White Navy men should spend more time learning about the problems of Navy men who are from minority groups
- 189. More association between black and white Navy men
- 190. Blacks should be careful not to cry prejudice so often
- 191. There should be more black officers
- 192. The Navy should pay less attention to racial problems
- 193. More whites should recognize their own prejudice
- 194. More blacks should recognize their own prejudice
- 195. Reduce racial tensions by having each man just do his job well.

FOR ITEM 196, CIRCLE YOUR ANSWER SHEET "A" IF IT IS TRUE, OR "B" IF IT IS FALSE.

- 196. Prejudice bothers me a great deal.

IF YOU ARE FROM A MINORITY GROUP, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF YOU ARE WHITE, PLEASE SKIP TO THE NEXT PAGE.

197. Because I'm from a minority group, most of the whites in my section like me less than they like the other whites.
- A Yes
 - B No
 - C Don't know
 - D Not applicable
198. Because I'm from a non-black minority group, the blacks in my section like me less than they like the other whites.
- A Yes
 - B No
 - C Don't know
 - D Not applicable
199. How do you feel about whites?
- A I like them
 - B I don't like them
 - C It depends upon the individual
200. How do you feel about members of other minority groups?
- A I like them
 - B I don't like them
 - C It depends upon the individual

IF YOU ARE WHITE, PLEASE ANSWER THE FOLLOWING QUESTIONS. IF YOU ARE FROM A MINORITY GROUP, PLEASE SKIP TO THE NEXT PAGE.

197. Because I'm white, most of the blacks in my section like me less than they like the other blacks.
- A Yes
 - B No
 - C Don't know
 - D Not applicable
198. Because I'm white, men from other minority groups in my section like me less than they like men from their own group.
- A Yes
 - B No
 - C Don't know
 - D Not applicable
199. How do you feel about blacks?
- A I like them
 - B I don't like them
 - C It depends upon the individual
200. How do you feel about members of other minority groups, such as Puerto Ricans, Mexican-Americans, etc.?
- A I like them
 - B I don't like them
 - C It depends upon the individual

In items 201 through 208 (printed on the back of your answer sheet), we would like to find out what certain things mean to you. For example, in item 201 you are asked about black power. There are 10 sets of words that look like this:

BLACK POWER

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

If you think that Black Power is good, circle the "A" on your answer sheet right next to "good." If you think that Black Power is bad, circle the "C" right next to "bad." If you can't decide if Black Power is good or bad, circle the "B".

Then go to the next line (fair - unfair), and so on, until you have circled one of the three letters for all ten sets of words under Black Power. Do the same for all items.

NAVY QUESTIONNAIRE ANSWER SHEET

Cols

FILL IN THE NUMBER OR CIRCLE THE LETTER THAT APPLIES TO YOU.

What is your pay grade?..... O- W- E-
 How many years have you been in the Navy? (round to the nearest year)....
 How many years of education did you have before joining the Navy?.....
 What is your age?.....
 Are you assigned to a ship?.. A. Yes, B. No
 Are you:..... A. Male, B. Female
 Are you:..... A. White, B. Black, C. Other
 Hometown:..... A. Urban, B. Suburban, C. Rural
 Where are you from?..... A. East, B. Midwest, C. South, D. Southwest,
 E. West, F. Outside USA

1-2
3-4
5-6
7-8
9
10
11
12
13

- | | | | | |
|-----------------|-----------------|------------------|----------------|--------------|
| 1. A B C D E F | 41. A B C D E F | 81. A B C D E F | 121. A B C D E | 161. A B |
| 2. A B C D E F | 42. A B C D E F | 82. A B C D E F | 122. A B C D E | 162. A B |
| 3. A B C D E F | 43. A B C D E F | 83. A B C D E F | 123. A B C D E | 163. A B |
| 4. A B C D E F | 44. A B C D E F | 84. A B C D E F | 124. A B C D E | 164. A B |
| 5. A B C D E F | 45. A B C D E F | 85. A B C D E F | 125. A B C D E | 165. A B |
| 6. A B C D E F | 46. A B C D E F | 86. A B C D E F | 126. A B C D E | 166. A B |
| 7. A B C D E F | 47. A B C D E F | 87. A B C D E F | 127. A B C D E | 167. A B |
| 8. A B C D E F | 48. A B C D E F | 88. A B C D E F | 128. A B C D E | 168. A B |
| 9. A B C D E F | 49. A B C D E F | 89. A B C D E F | 129. A B C D E | 169. A B |
| 10. A B C D E F | 50. A B C D E F | 90. A B C D E F | 130. A B C D E | 170. A B |
| 11. A B C D E F | 51. A B C D E F | 91. A B C D E F | 131. A B C D E | 171. A B |
| 12. A B C D E F | 52. A B C D E F | 92. A B C D E F | 132. A B C D E | 172. A B |
| 13. A B C D E F | 53. A B C D E F | 93. A B C D E F | 133. A B C D E | 173. A B |
| 14. A B C D E F | 54. A B C D E F | 94. A B C D E F | 134. A B C D E | 174. _____ |
| 15. A B C D E F | 55. A B C D E F | 95. A B C D E F | 135. A B C | 175. _____ |
| 16. A B C D E F | 56. A B C D E F | 96. A B C D E F | 136. A B C | 176. _____ |
| 17. A B C D E F | 57. A B C D E F | 97. A B C D E F | 137. A B C | 177. _____ |
| 18. A B C D E F | 58. A B C D E F | 98. A B C D E F | 138. A B C | 178. _____ |
| 19. A B C D E F | 59. A B C D E F | 99. A B C D E F | 139. A B C | 179. _____ |
| 20. A B C D E F | 60. A B C D E F | 100. A B C D E F | 140. A B C | 180. _____ |
| 21. A B C D E F | 61. A B C D E F | 101. A B C D E F | 141. A B C | 181. _____ |
| 22. A B C D E F | 62. A B C D E F | 102. A B C D E F | 142. A B | 182. A B |
| 23. A B C D E F | 63. A B C D E F | 103. A B C D E F | 143. A B | 183. A B |
| 24. A B C D E F | 64. A B C D E F | 104. A B C D E F | 144. A B | 184. A B |
| 25. A B C D E F | 65. A B C D E F | 105. A B C D E F | 145. A B | 185. A B |
| 26. A B C D E F | 66. A B C D E F | 106. A B C D E F | 146. A B | 186. A B |
| 27. A B C D E F | 67. A B C D E F | 107. A B C D E F | 147. A B | 187. A B |
| 28. A B C D E F | 68. A B C D E F | 108. A B C D E F | 148. A B | 188. A B |
| 29. A B C D E F | 69. A B C D E F | 109. A B C D E F | 149. A B | 189. A B |
| 30. A B C D E F | 70. A B C D E F | 110. A B C D E F | 150. A B | 190. A B |
| 31. A B C D E F | 71. A B C D E F | 111. A B C D E F | 151. A B | 191. A B |
| 32. A B C D E F | 72. A B C D E F | 112. A B C D E F | 152. A B | 192. A B |
| 33. A B C D E F | 73. A B C D E F | 113. A B C D E F | 153. A B | 193. A B |
| 34. A B C D E F | 74. A B C D E F | 114. A B C D E F | 154. A B | 194. A B |
| 35. A B C D E F | 75. A B C D E F | 115. A B C D E F | 155. A B | 195. A B |
| 36. A B C D E F | 76. A B C D E F | 116. A B C D E F | 156. A B | 196. A B |
| 37. A B C D E F | 77. A B C D E F | 117. A B C D E F | 157. A B | 197. A B C D |
| 38. A B C D E F | 78. A B C D E F | 118. A B C D E F | 158. A B | 198. A B C D |
| 39. A B C D E F | 79. A B C D E F | 119. A B C D E | 159. A B | 199. A B C |
| 40. A B C D E F | 80. A B C D E F | 120. A B C D E | 160. A B | 200. A B C |

over →

NAVY QUESTIONNAIRE ANSWER SHEET, SIDE 2

201. BLACK POWER

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

202. CONFEDERATE FLAG

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

203. THE U.S. NAVY

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

204. TWO-FINGER PEACE SIGN

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

205. SINGING "DIXIE"

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

206. CLENCHED FIST SALUTE

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

207. THE UNITED STATES

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

208. AFRO HAIRCUTS

good	A B C	bad
fair	A B C	unfair
strong	A B C	weak
happy	A B C	sad
sweet	A B C	bitter
large	A B C	small
kind	A B C	cruel
beautiful	A B C	ugly
light	A B C	heavy
nice	A B C	awful

ANY COMMENTS:

Thank you for your cooperation.

APPENDIX B

ITEM LIST

<u>Item number</u>	<u>Item description</u>	<u>Assigned scale values</u>
1-111	<u>Attitudes</u>	5-point scale; 1 = unfavorable attitude, 5 = favorable attitude, with 2, 3 and 4 as intermediate scale values
	<u>Objections</u>	
112	Object to white Americans	Do not object = 1, object = 0
113	Object to black Americans	
	<u>Personal goals</u>	
119		Extremely important = 5, of no importance = 1
120		
121		
122		
123		
124		
125		
126		
127		
128		
129		
	<u>Prejudice effects</u>	
130	Do black men treat you fairly?	Almost always = 5, almost never = 1
131	Does racial tension in the Navy cause problems for you personally?	Almost never = 5, almost always = 1
132	Affected by prejudice on the base?	
133	Affected by prejudice off the base?	
134	When I talk about blacks, I usually use the word:	Blacks = 1, other = 0 Negroes = 1, other = 0 Colored = 1, other = 0 Some other word = 1, other = 0
	<u>Changes</u>	
135	Attitude towards other races/groups	Become more favorable = 3, become less favorable = 1
136	Race relations on the base/ship	
137	Race relations off the base/ship	Getting better = 3, getting worse = 1
	<u>Preferences</u>	
138	Preference for some race in combat duty	No preference = 1, black/white = 0
139	Like whites more than blacks	No difference = 1, yes/no = 0
140	Preference for commanding officer	No preference = 1, black/white = 0
141	Civilian neighborhood preference	No preference = 3, integrated = 2, not integrated = 1

<u>Item number</u>	<u>Item description</u>	<u>Assigned scale values</u>
	<u>Ranks helpful</u>	
151		Helpful = 1, not helpful = 0
152		
153		
154		
155		
156		
157		
	<u>Free time</u>	
158	Spent free time with blacks	Yes = 1, no = 0
159	Spent free time with other minorities	
160	Spent free time with whites	
	<u>Unfair treatment</u>	
161		No = 1, yes = 0
162		
163		
164		
165		
166		
167		
168		
169		
170		
171		
172		
173		
	<u>Fights seen</u>	
174		Number ranges from 0 to 9
175		
176		
177		
178		
179		
180		
181		
	<u>Non-white clustering: Because:</u>	
182	Want to be with their friends	Yes = 1, no = 0
183	They seek protection	No = 1, yes = 0
184	They mean to threaten others	
185	They are excluded from white groups	

Item number	Item description	Assigned scale values
	<u>Recommendations</u>	
187		No = 1, yes = 0
188		Yes = 1, no = 0
189		
190		
191		
192		No = 1, yes = 0
193		Yes = 1, no = 0
194		
195		No = 0, yes = 1
196	Prejudice bothers me a great deal	True = 1, false = 0
	<u>Reactions</u>	
197		No = 3, don't know = 2, yes = 1
198		
199		
200		
	<u>Concepts</u>	
201-208/210	Black power	The following set of bi-polar adjectives apply to each concept listed; the scale values are: A = +1, B = 0, C = -1
211-218/220	Confederate Flag	
211-228/230	The U.S. Navy	
231-238/240	Two-finger peace sign	good A B C bad
241-248/250	Singing "Dixie"	fair A B C unfair
251-258/260	Clenched fist salute	strong A B C weak
261-268/270	The United States	happy A B C sad
271-278/280	Afro haircuts	sweet A B C bitter
		large A B C small
		kind A B C cruel
		beautiful A B C ugly
		nice A B C awful

APPENDIX C
COMPOSITE DESCRIPTIVE STATISTICS

APPENDIX C

COMPOSITE DESCRIPTIVE STATISTICS

Composite 1:		Item number	Load ¹	h^2	Mean ²	S.D.	Item
<u>Racial generalizations</u>		67	61	38	2.92	1.06	Non-whites don't feel they have to follow the rules as much as whites
		68	61	41	3.22	1.04	Non-whites do not show proper respect for whites with higher rank
		52	60	40	3.25	1.07	Whites have good reason to distrust non-whites
		96	60	40	3.00	1.11	If things continue they way they are going, the blacks will get more than their fair share
		39	59	38	3.01	1.18	Most non-whites tend to be loud and boisterous
		50	53	28	2.70	1.11	Many non-whites have begun to act as if they are superior to whites
		76	52	32	3.33	1.11	Non-whites are trying to get ahead too fast
		5	52	31	3.28	1.15	Whites have good reason to be angry
		20	50	40	3.59	1.15	Trying to achieve integration is more trouble than it's worth
		95	50	26	3.30	1.07	Non-whites are less eager than whites to be promoted to positions of responsibility
		106	49	35	3.11	1.02	White officers have more trouble commanding black enlisted men than black officers do
		37	49	25	3.43	1.00	Most non-whites still need close supervision on technical jobs
		61	48	25	2.77	0.97	Non-whites don't take advantage of the educational opportunities that are available to them
		53	47	26	2.41	1.07	Non-whites frequently cry "prejudice" rather than accept blame for personal faults
		105	47	30	3.49	1.11	Calling attention to racial problems only makes things worse
		33	47	34	3.44	1.10	Non-whites tend to segregate themselves
		62	47	34	3.67	1.00	Non-whites should stay with their own groups
		103	44	22	2.79	1.12	In the long run, dating between blacks and whites does more harm than good

¹ x 100 (decimal point omitted)

² Communalities, indicating percent of variance item has in common with other items in factor space

³ Based upon 5-point scale where 1 represents an "unfavorable" and 5 a "favorable" attitude

Item number	Load ¹	h^2	Mean ³	S.D.	Item
Composite 1:					
Racial generalizations	29	43	20	3.11	1.01
	57	43	24	3.00	1.20
	85	43	19	2.62	1.00
					Non-whites usually use a foreign language or special words in order to hide things from others
					Allowing black Navy men to wear Afro haircuts amounts to preferential treatment
					Non-whites are taking advantage of current social and political unrest to gain advantages for themselves
Composite 2:					
Navy climate	90	63	39	3.04	1.35
	3	55	34	3.20	1.24
	94	54	32	3.26	1.07
	11	53	35	3.60	0.85
	109	53	31	3.15	1.01
	55	51	29	3.39	1.12
	80	50	28	3.69	1.02
	72	48	23	3.39	1.11
	51	45	22	3.24	1.05
					I think the Navy is the best military service in the world
					The Navy is firmly committed to the principle of equal opportunity
					If the race problem can be solved anywhere, it can be solved in the Navy
					There is a good chance that the Navy can reduce racial problems
					The Navy is doing a very good job in trying to reduce problems and tensions between groups
					There is less racial prejudice in the Navy than in civilian life
					The Navy provides a good career opportunity for members of minority groups
					Most Navy officers try to be helpful with personal matters
					Most Petty Officers try to be helpful with personal matters

Item number	Load ¹	h^2	Mean ³	S.D.	Item
<u>Composite 3:</u>					
<u>Discrimination</u>					
24	50	30	3.21	1.14	Non-whites have good reason to distrust whites
44	50	29	3.23	1.14	Non-whites have good reason to be angry
99	49	25	3.12	1.05	Members of minority groups have a harder time in the Navy than the others
89	49	30	3.00	1.06	Commanding officers should be more responsive to the needs of minority group members
54	48	32	2.81	1.05	Whites should treat non-whites better than they do
26	47	25	3.50	1.09	Non-whites get more than their share of dirty details
82	47	22	3.33	1.18	The Navy should recognize that it is not always fair to apply test standards to minority groups that have been developed for whites
74	47	22	3.03	1.06	Non-whites should be more united in order to improve things
31	46	23	3.18	1.06	An unfairly large number of non-whites are assigned to nontechnical jobs
15	44	24	3.72	1.10	White Navy men are punished less severely than non-whites for the same offenses
59	44	23	3.50	1.15	In qualifying minorities for enlistment and technical ratings, their educational disadvantages should be allowed for
12	43	24	2.94	1.21	The Navy should make a greater effort to assist non-whites to qualify for enlistment and technical ratings
47	41	22	3.66	1.11	Whites do not usually have to be as good as non-whites to be promoted in the Navy
<u>Composite 4:*</u>					
<u>Outer-directed goals</u>					
119			3.93	0.97	Getting along well with everyone
121			4.38	0.72	Treating others fairly and decently
122			4.03	0.94	Being a good example for others
123			3.89	1.10	Making a contribution to my country
124			4.00	0.95	Promoting equality and democracy
126			4.12	0.79	Helping others
<u>Composite 5:*</u>					
<u>Inner-directed goals</u>					
120			4.36	0.75	Being treated fairly
125			4.36	0.77	Becoming a better person
127			4.44	0.75	Living up to my beliefs
128			4.37	0.79	Doing my job well
129			4.45	0.79	Enjoying life

*A priori grouping of items, not based on results of factor analysis

<u>Item</u>		<u>Load¹</u>	<u>h²</u>	<u>Mean³</u>	<u>S.D.</u>	<u>Item</u>
Composite 6: Helpful lower ranks						
151		79	62	.64	.48	Non-rated men
152		88	78	.62	.49	3rd-class Petty Officer
153		64	54	.59	.49	2nd-class Petty Officer
Composite 7: Helpful upper ranks						
154		64	45	.63	.48	1st-class and Chief Petty Officers
155		68	48	.52	.50	Limited duty and Warrant Officers
156		81	67	.53	.50	Ensign, Lieutenant (jg), and Lieutenant
157		78	60	.54	.50	Lt. Commander and above
Composite 8: Unfair treatment in						
161		64	45	.78	.41	Work assignments
162		60	37	.86	.35	Promotion
163		71	54	.85	.36	Discipline
164		67	46	.82	.39	Liberty
165		71	51	.86	.35	Legal matters
166		68	48	.79	.41	Personal affairs
Composite 9: Unfair treatment by						
167		44	38	.85	.36	Officers in my section
168		45	34	.84	.36	Petty Officers in my section
169		65	45	.91	.29	Non-rated men in my section
170		61	46	.85	.35	Officers outside my section
171		60	45	.86	.34	Petty Officers outside my section
172		76	58	.92	.28	Non-rated men outside my section
173		51	26	.81	.39	Civilians
Composite 10: Fights between Navy men						
174		70	51	.40	1.04	Between two white Navy men
175		60	50	.38	1.08	Between a white and a non-white Navy man
176		61	44	.23	0.83	Between two non-white Navy men
177		76	58	.93	1.63	Between two white Navy men
178		76	59	.68	1.50	Between a white and a non-white Navy man
179		72	52	.48	1.21	Between two non-white Navy men

Item number	Load ¹	h^2	Mean ³	S. D.	Item
Composite 11: Flights between Navy men and civilians					
180	88	78	.16	.78	Between a white Navy man and a black civilian
181	87	77	.11	.58	Between a non-white Navy man and a white civilian
Composite 12: Improving condi- tions by disci- pline					
187	75	57	.59	.49	Stronger discipline
195	70	50	.29	.45	Reduce racial tensions by having each man just do his job well.
Composite 13: Improving condi- tions by associa- tion					
188	67	47	.57	.50	White Navy men should spend more time learning about the problems of Navy men who are from minority groups
189	67	53	.70	.46	More association between black and white Navy men
191	63	48	.53	.50	There should be more black officers
192	57	37	.75	.43	The Navy should pay less attention to racial problems
Composite 14: Improving condi- tions by recogni- tion					
193	85	77	.82	.38	More whites should recognize their own prejudices
194	88	78	.86	.35	More blacks should recognize their own prejudices
197	85	72	2.13	.53	Because I'm from a minority group, most of the whites in my section like me less than they like the other whites
198	84	71	2.12	.54	Because I'm from a non-black minority group, the blacks in my section like me less than they like the other whites
Composite 15: Being liked					
199	80	64	1.97	.24	How do you feel about whites?
200	81	66	1.97	.24	How do you feel about members of other minority groups?
Composite 16: Feeling about					

Composite 17: <u>Black power</u>		Item number	Load ¹	h^2	Mean ³	S. D.	Item	
		201	75	56	-.44	.69	-	Bad
		202	74	55	-.41	.66	-	Unfair
		203	21	04	.19	.68	-	Weak
		204	65	42	-.46	.61	-	Sad
		205	68	46	-.64	.53	-	Bitter
		206	23	05	-.06	.81	-	Small
		207	78	61	-.51	.53	-	Cruel
		208	82	67	-.38	.59	-	Ugly
		210	80	64	-.35	.54	-	Awful
Composite 18: <u>Confederate Flag</u>		211	77	59	-.04	.69	Good	
		212	77	59	-.06	.65	Fair	
		213	54	29	-.17	.69	Strong	
		214	70	49	-.12	.69	Happy	
		215	80	64	-.22	.61	Sweet	
		216	53	28	-.14	.62	Large	
		217	78	61	-.08	.53	Kind	
		218	79	62	.06	.57	Beautiful	
		220	83	69	.06	.57	Nice	
Composite 19: <u>U.S. Navy</u>		221	78	61	.64	.63		
		222	76	58	.59	.68		
		223	51	26	.65	.63		
		224	81	66	.24	.67		
		225	80	64	.11	.58		
		226	37	14	.71	.57		
		227	79	62	.25	.61		
		228	81	66	.19	.61		
		230	81	66	.32	.64		

<u>Item</u>		<u>Load¹</u>	<u>h²</u>	<u>Mean³</u>	<u>S.D.</u>	<u>Item</u>
<u>Composite 20:</u>						
<u>Two-fingered</u>						
<u>peace sign</u>						
231		83	69	.28	.73	
232		85	72	.31	.68	
233		71	50	.15	.72	
234		85	72	.26	.74	
235		84	71	.18	.69	
236		64	41	.18	.71	
237		85	72	.33	.63	
238		88	77	.22	.65	
240		88	77	.28	.66	
<u>Composite 21:</u>						
<u>Singing "Dixie"</u>						
241		81	66	.36	.62	
242		78	61	.30	.62	
243		60	36	.13	.60	
244		76	58	.40	.67	
245		77	59	.18	.60	
246		60	36	.07	.56	
247		78	61	.16	.50	
248		80	64	.30	.54	
250		79	62	.31	.57	
<u>Composite 22:</u>						
<u>Clenched fist</u>						
<u>salute</u>						
251		80	64	-.43	.72	
252		78	61	-.30	.70	
253		56	31	.06	.78	
254		77	59	-.43	.63	
255		78	61	-.56	.59	
256		60	36	-.13	.71	
257		80	64	-.35	.59	
258		86	74	-.38	.62	
260		83	69	-.32	.62	

Composite 23:		Item		Item	
<u>U.S.A.</u>		number	Load ¹	h ²	Mean ³ S.D.
		261	65	42	.82 .46
		262	74	55	.65 .60
		263	61	37	.82 .46
		264	76	58	.39 .66
		265	74	55	.34 .62
		266	58	34	.86 .38
		267	72	52	.47 .61
		268	70	49	.68 .52
		270	70	49	.62 .54
Composite 24:					
<u>Afro haircuts</u>		271	81	66	.19 .71
		272	74	55	.22 .74
		273	70	49	.13 .57
		274	83	69	.12 .60
		275	81	66	-.01 .53
		276	62	38	.14 .59
		277	80	64	.07 .49
		278	76	58	-.05 .65
		280	79	62	.06 .61

APPENDIX D
CORRELATES OF MAJOR VARIABLES

TABLE D-1

CORRELATES OF RACIAL GENERALIZATIONS FOR ENLISTED WHITES

Vbl. number*	Description	Partial R**	Mean	Standard deviation	N	V***
C13	Improve conditions by greater B/W association	.21	2.28	1.26	888	.48
I102	Blacks mean to threaten others	.25	0.68	0.47	906	.46
I67	C.O. preference	.12	0.79	0.41	306	.45
C24	Afro haircuts	.24	19.46	4.48	299	.44
I63	Relations on base	.20	2.03	0.68	898	.37
I61	Call them "other"	-.24	0.19	0.39	307	-.35
I62	Attitude change	.17	2.01	0.70	898	.40
I65	Combat preference	.11	0.85	0.35	307	.42
C22	Clenched fist salute	.15	16.17	4.96	298	.34
I68	Civilian neighborhood preference	.14	2.11	0.91	904	.40
C12	Improve conditions by stronger discipline	.13	0.94	0.69	895	.17
I57	Black treatment	.13	3.83	1.01	904	.36
	Multiple R	.77				

*I indicates item; C indicates composite

**p ≤ .001

***V denotes validity (or, simple r)

TABLE D-2

CORRELATES OF NAVY CLIMATE FOR ENLISTED WHITES

Vbl. number	Description	Partial R*	Mean	Standard deviation	N	V
C19	U.S. Navy	.40	20.14	4.54	298	.55
C7	Ranks helpful - upper Age	.24	1.92	1.48	884	.43
I63	Relations on base	.16	23.21	5.49	886	.35
C8	Unfair treatment in	.18	2.03	0.68	898	.26
C4	Goals - outer directed	.15	4.82	1.62	901	.33
C12	Improve conditions by stronger discipline	.14	23.86	4.00	889	.39
C22	Clenched fist salute	-.16	0.94	0.69	895	-.24
C10	Fights - military	.16	16.17	4.96	298	.08
	Multiple R	-.15	3.00	4.56	809	-.14
		.71				

D-2

TABLE D-3

CORRELATES OF PERCEIVED DISCRIMINATION FOR ENLISTED WHITES

Vbl. number	Description	Partial R*	Mean	Standard deviation	N	V
C13	Improve conditions by greater B/W association	.33	2.28	1.26	888	.41
C17	Black power	.25	15.29	3.83	294	.35
C19	U.S. Navy	-.12	20.14	4.54	298	-.13
I103	Non-whites excluded	-.16	0.63	0.48	907	-.24
I63	Relations on base	.17	2.03	0.68	898	.21
	Age	-.15	23.21	5.49	886	-.14
C23	U.S.A.	-.13	23.01	3.88	297	-.21
	Multiple R	.58				

*p < .001

TABLE D-4

CORRELATES OF ATTITUDE CHANGE FOR ENLISTED WHITES

Vbl. number	Description	Partial R*	Mean	Standard deviation	N	V
C1	Racial generalizations	.25	61.21	12.03	899	.40
I63	Relations on base	.17	2.03	0.68	898	.34
I61	Call them "other"	.20	0.19	0.39	307	.00
C2	Navy climate	.13	28.51	5.68	897	.23
C17	Black power	.14	15.29	3.83	294	.24
	South	.13	0.23	0.42	906	.09
C13	Improve conditions by greater B/S association	.12	2.28	1.26	888	.31
	Multiple R	.52				

*p ≤ .001

TABLE D-5

CORRELATES OF "CRITERIA" FOR ENLISTED BLACKS*

Racial generalizations		Navy climate		Perceived discrimination		Attitude change	
.350	Call them blacks	.572	U.S. Navy	-.396	Confederate Flag	.430	Relations on base
.321	Improve conditions by greater B/W association	.538	Yrs active duty	.313	Racial generalizations	.385	Navy climate
.313	Discrimination	.521	Age	-.300	Prejudice on base	.303	Goals - outer directed
.311	Goals - outer directed	.489	Goals - outer directed	.279	Black power	.281	Age
.306	Bothered by prejudice	.417	Black power	.268	Call them blacks		
.304	Goals - inner directed	.391	Ranks helpful - upper	.220	Goals - inner directed		
.276	Object to blacks	.385	Attitude change				
-.268	U.S.A.	-.376	Fights - military				
		.374	Like whites more than blacks				
		.353	Prejudice on base				
		.334	Call them negroes				
		.323	Relations on base				
		.314	Unfair treatment by -				
		.293	Unfair treatment in -				
		-.293	Yrs education				
		.267	Goals - inner directed				
		.259	Relations off base				

*Simple validity between criteria and predictor variables, $p \leq .001$

TABLE D-6

CORRELATES OF RACIAL GENERALIZATIONS FOR OFFICERS

Vbl. number	Description	Partial R*	Mean	Standard deviation	N	V
C24	Afro haircuts	.34	18.24	3.84	275	.44
I63	Relations on base	.23	2.15	0.74	285	.36
I67	C.O. preference	.20	0.82	0.38	293	.37
I102	Blacks mean to threaten others	.25	0.61	0.49	295	.25
I57	Black treatment	.25	4.59	0.72	292	.25
I45	Objection to blacks	.23	0.22	0.41	293	.35
C12	Improve conditions by stronger discipline	.22	0.54	0.68	292	.29
C13	Improve conditions by greater B/W association					
	Goals - outer directed	.17	3.05	1.20	292	.38
C4		.15	25.45	2.83	288	.17
	Multiple R	.71				

TABLE D-7

CORRELATES OF NAVY CLIMATE FOR OFFICERS

Vbl. number	Description	Partial R*	Mean	Standard deviation	N	V
C4	Goals - outer directed	.24	25.45	2.83	288	.30
C3	Discrimination	-.34	34.83	7.25	278	-.27
C13	Improve conditions by greater B/W association	.22	3.05	1.20	292	.07
	Midwest	-.15	0.28	0.45	295	-.12
C19	U.S. Navy	.13	23.41	2.66	277	.22
	Multiple R	.48				

* p ≤ .01

TABLE D-8

CORRELATES OF PERCEIVED DISCRIMINATION FOR OFFICERS

Vbl. number	Description	Partial R*	Mean	Standard deviation	N	V
C13	Improve conditions by greater B/W association	.32	3.05	1.20	292	.47
C2	Navy climate	-.30	34.75	3.62	291	-.27
C24	Afro haircuts	.20	18.24	3.84	275	.42
I103	Non-whites excluded	-.24	0.55	0.50	294	-.37
C17	Black power	.26	14.67	3.57	275	.43
C18	Confederate Flag	-.22	16.82	3.43	276	-.21
I62	Attitude change	.16	2.32	0.64	292	.24
	Multiple R	.70				

D-6

TABLE D-9

CORRELATES OF ATTITUDE CHANGE FOR OFFICERS

Vbl. number	Description	Partial R*	Mean	Standard deviation	N	V
C3	Discrimination	.25	34.83	7.25	278	.24
I63	Relations on base	.21	2.15	0.74	285	.23
C17	Black power	-.22	14.67	3.57	275	.01
C15	Like minorities less	.17	4.28	0.76	288	.16
C22	Clenched fist salute	.16	14.15	3.76	272	.15
	Multiple R	.40				

*p ≤ .01

APPENDIX E

LIST OF ITEMS DELETED FROM ORIGINAL QUESTIONNAIRE

APPENDIX E

LIST OF ITEMS DELETED FROM ORIGINAL QUESTIONNAIRE*

1, 2	63-66
4	69-71
6-10	73
13, 14	75
16-19	77-79
21-23	81
25	83, 84
27, 28	86-88
30	91-93
32	97, 98
34-36	100-102
38	104
40-43	107, 108
45, 46	110, 111
48, 49	114-118
56	142-150
58	186
60	190

*Those numbered between 1 and 111 were deleted from the first 111 attitude items which were statements about race, society, and the Navy

U15200

CENTER FOR NAVAL ANALYSES

1401 Wilson Boulevard
Arlington, Virginia 22209